The Wisconsin Registry Inclusion Credential

Preparing your Portfolio

Updated 2024

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www.wiregistry.org

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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: Children with Differing Abilities
> Course 2: Behavior and Emotional Challenges
> Course 3: Special Health Care Needs
> Course 4: Capstone: Family and Team-Centered Practices

It is recommended course 1 be completed first and the Capstone course must be taken last. Courses 2 and 3 may be taken in any order. Always keep your work from previous courses in an organized manner. Do not throw any of your work away! There may be many times in the future that you will be able to utilize your prior coursework as samples of your knowledge and abilities.

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://support.google.com/sites/answer/6372878?hl=en)
- 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, do not 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 Inclusion Philosophy Statement
5. Resume
6. Optional Items to illustrate Professional Contributions

SECTION 2: Content Areas
1. Child Development and Referral Process
2. Supporting Behavior and Emotional Challenges
3. Individualized Accommodations
4. Community Resources
5. Partnerships with Families and Other Professionals
6. Diversity, Equity and Inclusion
7. Self-Assessment and Professional Development

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 18)*
3. Autobiography—reflect the life experiences that influenced you to pursue a career in early childhood. 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 promoting the philosophy or "inclusion" to all other children, families, and staff (1 page).
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

Each portfolio category will require a portfolio work sample from the work completed in one of the four credential courses. A rationale must be included reflecting on the learning journey you took in applying the knowledge and skills learned into practice. **Please note that all written and spoken work should utilize respectful "person-first" language.** For example, use "children with disabilities" rather than "disabled children," "child who has Down Syndrome" rather than "Down Syndrome child," "parent who is blind" rather than "blind parent," etc.

Each category must include the following:
- A rationale of each work sample you include.
- 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 children from birth through 18 years of age. *Children with disabilities can qualify for child care through age 18 if the center/provider applies for an "exception" to their license waiving the age limit for that individual child. This request must be made by the Department of Children and Families (DCF).*
- Work samples are of **your own work**.
- Each work sample should represent knowledge you have gained from the credential courses.
- Suggestions for possible work samples are in each category description.
- Choose a sample of your work that fits the category. 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.
- 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

- A rational must accompany each work sample.
- Each rationale is the **"how"** and **"why"** of the work sample. Your rationales tell the story of your work sample.
- 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 and as brief as possible when answering the statements in the sample rationale. If you choose to not 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.

Suggested rationale for each category:

My work sample for (insert category) is _____.
It fits this category because _____ *(explain* how *and* why *this work sample fits the category and how you will be able to use it in the future.)*
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>category</u>, not the work sample, addressing course competencies under the category and how you have applied the knowledge you have gained.)*

Confidentiality

<u>If pictures, video, and/or observations of children are included</u>, 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 Registry website under Credential Resources.

Child Development and Referral Process

Evidence in this category based on **Course Competencies** will demonstrate your knowledge and emerging skills to do the following:

- ECE: Children with Differing Abilities
  - Promote inclusive programs for young children.
  - Explain the process to refer and support children with differing abilities.
  - Determine ways to adapt curriculum to meet the needs of children with developmental differences
  - Identify strategies for cultivating partnerships with families who have children with developmental differences

Required portfolio entry must include:
1. Five samples of detailed observations of a child. Two samples from the home and three from **the child interacting in community** sites such as, school, child care, doctor's office, grocery store, etc.   • Observations should be completed within one year of the Capstone course completion.   • Each observation should be at least one hour in length
2. Based on your child observations, complete and submit a developmental checklist AND a developmental screener. (**note any areas that you do not have enough information to assess**)   Using the data from the checklist and screener describe the child's strengths (at least three) and areas to grow in.   Develop a behavior support plan for the child to address one area to grow in.   Describe who you would include on your team for behavior support planning.
3. Provide a description of two activities you would offer this child to **support the child's growth in areas of concern identified above**.   Describe how these activities will support the identified child as well as how they may be useful for other children.
4. Explain the process you would use to refer a child who may need special services. Include how you would involve the family in this process and any resources you would use.

PLEASE NOTE: Your role is to recognize developmental 'red flags', document any concerns, communicate with family members, and make appropriate referrals to trained professionals (i.e. Pediatricians, Birth to Three, Child Find, etc.) These courses do not qualify you to make a medical diagnosis.

Witten and spoken work should utilize respectful "person-first" language.

Resources*:*

- Appendix A—Types of Observation Methods
- Appendix B—Developmental Assessment Sample Format
- Appendix C—Developmental Planning Format
- Appendix F—Video Recording & Photos—Credential Student Agreement
- Appendix G—Verification Video/Photo Permission
- Appendix H—Video & Photo Release Consent Form—Parent/Guardian
- Ages and Stages Samples and information http://www.agesandstages.com/free-resources/
- Wisconsin Model Learning Standards http://www.collaboratingpartners.com/wmels-about.php

Supporting Behavior and Emotional Challenges

Evidence in this category based on **Course Competencies** will demonstrate your knowledge and emerging skills to do the following:

- Behavior and Emotional Challenges
    - Describe the benefits of inclusion for both children with and without disabilities.
    - Summarize the skills and characteristics of effective educators providing early care and education for children with disabilities and/or demonstrating challenging behaviors.
    - Define social and emotional competence.
    - Explore how consistently implementing universal practices can support all children's needs.
    - Describe multi-level systems of support.
    - Describe how regulation of strong emotions can impact behavior.
    - Recognize the importance of understanding and supporting child and teacher emotions.
    - Identity strategies to support executive functioning skills in children.
    - Examine a wholistic approach to promoting peer relationships.

Required portfolio entry must include:
1. One sample and explanation of how you individualized your care and education to support a child's emotional, behavioral and/or communication needs**.**
2. Describe the difference between form and function of behavior. Reflect on why it is important to address the function of the behavior.
3. Self-Reflection: What are the skills and characteristics you have that make you an effective educator and caregiver? What skills or characteristics do you want to grow in and why?
4. Write a daily schedule that you would use with the age of the children you work with. During which part of your schedule will you embed and intentionally teach each of the following skills. Note the activity, interaction, strategy, language or experience you will use with each skill. • Relationship building • Friendship skills • Emotional literacy • Managing big emotions • Problem solving
5. Provide a photograph or example of two different visual supports you have created to support a child or group of children.

Examples of supporting portfolio work samples are:

- Case Study and Behavior Support Plan
- Tolerance Continuum
- Enhancing Emotional Vocabulary
- Emotional Levels Chart
- Visual Supports
- Social Story
- Children's Book list with supporting activity, etc.

Resources:

- Appendix D—Links to Standards, Regulations, and Resources from Agencies

Individualized Accommodations

Evidence in this category based on **Course Competencies** will demonstrate your knowledge and emerging skills to do the following:

- ECE: Children with Differing Abilities
  - Determine ways to adapt curriculum to meet the needs of children with developmental differences.
  - Promote inclusive programs for young children
  - Identify strategies for cultivating partnerships with families who have children with developmental differences

- Special Health Care Needs
  - Identify ways to promote positive family relationships and communication.
  - Summarize a variety of special health care needs and strategies for adaptations
  - Identify community partners who can best support educators and families.

- Family and Team Centered Practice
  - Analyze the impact of disability on family systems.
  - Articulate understanding of daily issues faced by families through participation with the child and family in daily routines community settings.

Required portfolio entry must include:
1. One work sample, with an explanation demonstrating your ability to communicate with other families and staff, the value of creating a fully inclusive early childhood setting.

Examples of supporting portfolio work samples are:
- Use of Intake Forms information to make adaptations
- interview professional/specialist on individualized accommodations
- Accessibility of two buildings activity

Resource:
- NAEYC Position Statement on Inclusion
  https://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_ECSummary_A.pdf

Please note that all written and spoken work should utilize respectful "person-first" language.

Community Resources

Evidence in this category based on **Course Competencies** will demonstrate your knowledge and emerging skills to do the following:

- Special Health Care Needs
    - Identify community partners who can best support educators and families.
    - Identify Specialists in the community related to topics covered in this course.
    - Recognize that families are children's first and foremost educator.

Required portfolio entry must include:
1. Create one list of local/state community resources that you would use as the **Teacher**. Include the name of the resource, where it can be found, summary of the content, and an explanation demonstrating how and why you would use the resource, and website.
2. Create a second list of local/state community resources for **families**. Include the name of the resource, where it can be found, summary of the content, and an explanation demonstrating how and why you would use the resource, and website.

Examples of portfolio work samples are:
- Newsletter or Brochure for families with diverse list of resources

Resources you may find helpful:
- NICHCY/Center for Parent Information and Resources Disability Fact Sheets
  http://www.parentcenterhub.org/repository/specific-disabilities/
- CESA #7 Website http://www.specialed.us/index.html

Please note that all written and spoken work should utilize respectful "person-first" language.

Partnerships with Families and Other Professionals

Evidence in this category based on **Course Competencies** will demonstrate your knowledge and emerging skills to do the following:

- Families and Team Centered Practice:
    - Identify historical and current roles/views of families and parents in society with regards to disability.
    - Analyze the impact of disability on family systems.
    - Articulate understanding of daily issues faced by families through participation with the child and family in daily routines community settings.
    - Critique families' experiences accessing systems and resources.
    - Implement meaningful curriculum based on child observations and assessment

Required portfolio entry must include:
1. One sample with an explanation of your abilities **to work in partnership with** families of children who have special needs as well as professionals who work with them. Your sample should contain some combination of your journal/reflection entries that describe the work you did as partners with families and professionals in the community, as well as the documentation of the time you spent in the Capstone course working with these different Team Members
2. Interview a health care professional

Examples of portfolio work samples are:
- Field Logs
- Collection of journal entries

MAINTAIN CONFIDENTIALITY! Be sure to change names or just use initials from the very beginning of your notetaking and journal writing experiences!

Please note that all written and spoken work should utilize respectful "person-first" language.

Diversity, Equity, and Inclusion

Evidence in this category will demonstrate your understanding of the importance of knowing about and understanding diverse family and community characteristics that have an impact on children's development and learning. Additionally, evidence must be shown of your awareness of how your own values, beliefs and expectations impact on a child and family's experience. This is based on the following:

- External Standards
  - o NAEYC Standard 2: Family – Teacher Partnerships and Community Connections

- Wisconsin Technical College System Program Outcomes
  - o ECE TSA 2: Cultivate relationships with children, family and community.

- ECE: Children with Differing Abilities
  - o Integrate strategies that support diversity, equity and inclusion.
- Behavior and Emotional Challenges
  - o Describe the benefits of inclusion for both children with and without disabilities.
  - o Explore how consistently implementing universal practices can support all children's needs.
- Special Health Care Needs
  - o Recognize that families are children's first and foremost educator.

- Families and Team Centered Practice
  - o Identify historical and current roles/views of families and parents in society with regards to disability.
  - o Critique families' experiences accessing systems and resources

Required portfolio entry must include:
1. Describe, in your own words, how you will embed diversity, equity and inclusion into the work that you do with young children who have special needs and why this is important. Provide one work sample demonstrating when and how you have done this.
2. One work sample and rational on how culture influences resources available for families.

Examples of portfolio work samples:
- Newsletter or Brochure for families with diverse list of resources
- Journal or reflection on how culture impacts health promotion and resources for families.
- Journal or reflection on developmental milestones through a cultural lens.

Please note that all written and spoken work should utilize respectful "person-first" language.

Self-Assessment and Professional Development
Part One: Observation and Self-Assessment

Evidence in this category will demonstrate your ability to apply in the workplace the theories and competencies you have learned in The Registry Inclusion Credential courses. Your sample will show how you provide care for children with any special care needs using recognized best practices.
Your sample must include:

1. Any written assessment related to your work with children with differing abilities is completed by an ECE College Instructor. (The observer can*not* be a boss or co-worker.)
2. Your written self-reflection of the observation and assessment of you in the classroom.
    Option: You may want to make a video recording of your classroom.

Your sample may be any of the following:
- Written narrative observations of your work by an ECE College Instructor.
- Observation/evaluation reports from supervised practicum placements with children who have special needs including the name and contact information of the observer(s).
- A video tape to provide visual documentation in the absence of an Instructor.
  If you are submitting a video tape, please follow the guidelines below.
  o Plan your room and explain each area and individualized accommodations that have been made.
  o Tape a greeting of a family and exchange of developmental and activity information.
  o Show bulletin boards, notes, forms, newsletters and/or other ways that you communicate with parents.
  o This may also be done in pictures with an audio tape explaining the areas.
  o ***Permission for photos and videos must accompany this section.***

Part Two: Create Your Professional Development Plan

Evidence in this category will demonstrate your goals and emerging skills in:
- Integrating strategies that support diversity and anti-bias perspectives.
- Build rapport with children, families and community partners/professionals.
- Providing inclusive programs and supportive learning environments for young children.
- Adapting curriculum to meet the needs of children with developmental differences.
- Implementing meaningful curriculum based on child observations and assessment.
- Applying the highest professional standards related to legal and ethical requirements.

The sample for Part Two is your Professional Development Plan that includes the following:
1. Current professional Registry Level
2. Professional degree
3. Self-assessment identifying your personal strengths and weaknesses
4. Goal statements identifying your plans for future development (directly related to those areas you have identified as needing improvement)

You may wish to use the Professional Development Planning forms provided in the Appendix. If you are using an online service to maintain your Professional Development Plan, please print a hard copy to include in your Portfolio as a sample.

Receiving The Registry Inclusion 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 Registry.
3. The Registry sends a confirmation letter including the Commission details with a payment receipt.
4. Candidate makes delivery arrangements for their portfolio/project based on the instructions received from The Registry or the Instructor.
5. Candidate attends the designated Commission.
6. Commissioner notifies The Registry of successful completion of Commission.
7. If official documentation and payment have been received, The Registry sends a Credential Certificate to the candidate.

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 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 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 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 Registry prior to commissioning. You do <u>not</u> need to include a copy of your Registry certificate; The 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 $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 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 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 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 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's size. In approximately 5-10 minutes address the following questions within your presentation.
     - How has the Inclusion Credential changed you as a provider?
     - What does completing this credential mean to you?
     - What are you passionate about as it relates to inclusion?
     - How will you contribute to inclusive practices 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 Registry receives an official transcript showing successful completion of all four credential courses. Official transcripts must be sent directly to The 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 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 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 Registry Board meets four times per year and the board meeting schedule is available on The 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

Appendix A: Types of Observation Methods

1. **Running Records – 'Play by Play', factual (objective) account of what the child does as the child is doing it.** Times are included to help determine the amount of time spent at each activity. For example, "9:05 Joe is sitting cross-legged on the floor playing with Legos. He uses his left hand to hold the tower and his right hand to add new pieces. He is not talking but has a stern and serious look on his face. 9:08 Todd walks by and asks 3 times if he can play too ("Hey, can I play?"). Joe does not respond. He looks around him for more Lego pieces. 9:10 Todd kicks Joe's tower. Joe jumps up and hits Todd's back with his right hand. He grunts but doesn't make intelligible words. He sits back down amid the Lego pieces, mumbling and reassembling them.

2. **Anecdotal Records – Objective written record of a significant incident/event including a description of observed behaviors and direct quotes.** For example, "Joe played with the Legos this morning and had an incident of hitting Todd once after Todd knocked down his tower. He then went back to play with the Legos, this time building something low that could not be knocked over."

3. **Time Samples – Keeping track of what occurs at designated intervals.** For example, you may want to track the type of activities a child is engaged in so every half hour, you make a note: 9:00-Legos alone; 9:30-trucks with two peers; 10:00-art table with same peers; 10:30 Legos alone…

4. **Event Samples – Monitoring a single event that may be problematic, tracking the specifics of just that event.** For example, toileting or a bedtime routine might be causing problems, so you would write down everything that seemed to be happening during only that event. Or maybe the child has temper tantrums and you decide to simply record the time and place of each tantrum – nothing else, just that event. This helps determine patterns that support or deter from achieving goals

5. **Checklists – Formal lists of specific behaviors that may indicate certain tendencies.** For example, pediatricians will usually send home a series of checklists for the parents, teachers, and child care staff to complete to help determine if a child has ADHD. In order for a condition to be present, it needs to occur in all 3 areas of the child's life. Teachers and School Psychologists also use checklists/surveys to rate behavior or other areas they may be working on.

6. **Interviews – In this situation, you would have a list of questions prepared related to specific issues and then meet with someone who knows the child well enough to answer the questions accurately** (parent, teacher, sibling, caregiver, etc.) Interviews are frequently conducted in conjunction with checklist questionnaires. The checklist is completed first, and then a follow-up interview is held to discuss the results.

Appendix B: Developmental Assessment Format

Insert ASQ if permission is obtained (delete this page if no permission is granted)

Journal Entries on Developmental Assessment and Observations

Journal entries should include the following domains and discuss what you observed with the child and whether or not this was reflected in the screening tool.

Fine and gross motor growth & development
Child functions at an approximate age level of _____ in this area based on developmental norms.
The assessment is based on the following examples of skills in the domain from observations:

Cognition/Intellect (comprehension, problem solving, memory, academics, etc.)
Child functions at an approximate age level of _____ in this area based on developmental norms.
The assessment is based on the following examples of skills in the domain from observations:

Social/Interpersonal skills (interaction with peers, siblings and adults, manners, etc.)
Child functions at an approximate age level of _____ in this area based on developmental norms.
The assessment is based on the following examples of skills in the domain from observations:

Emotional/Intrapersonal growth (feelings identification and expression, mood control, etc.)
Child functions at an approximate age level of _____ in this area based on developmental norms.
The assessment is based on the following examples of skills in the domain from observations:

Communication skills (speech & language, making needs known, understanding cues, etc.)
Child is functioning _____ below, _____ above, _____ at average for age in this area.
The assessment is based on the following examples of skills in the domain from observations:

Self-Help skills (dressing, feeding, etc.)
Child functions at an approximate age level of _____ in this area based on developmental norms.
The assessment is based on the following examples of skills in the domain from observations:

Appendix C: Developmental Planning Format

As a result of this assessment, what specific types of ACTIVITIES might you (the teacher) plan for this child and why? Be sure to include activities that you know the child enjoys as well as activities that will improve upon areas the child needs more practice or support with in order to develop.   You might not use all the areas below, depending on your assessment results, but remember that one activity usually crosses several domains.

Fine and gross motor growth & development

Cognition/Intellect (comprehension, problem solving, memory, academics, etc.)

Social/Interpersonal skills (interaction with peers, siblings and adults, manners, etc.)

Emotional/Intrapersonal growth (feelings identification and expression, mood control, etc.)

Communication skills (speech & language, making needs known, understanding cues, etc.)

Self-Help skills (dressing, feeding, etc.)

Appendix D: Links to Standards, Regulations and Resources

"A Thinking Guide to Inclusive Child Care" booklet
http://www.disabilityrightswi.org/wp-content/uploads/2008/02/thinking-guide-to-inclusive-child-care.pdf

Ages and Stages
http://www.agesandstages.com/free-resources/

Center for Parent Information and Resources
http://www.parentcenterhub.org/nichcy-gone/

Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
http://csefel.vanderbilt.edu

Department of Justice - "Commonly Asked Questions about Child Care Centers and the Americans with Disabilities Act"
https://www.ada.gov/childqanda.htm

Head Start Performance Standards
http://eclkc.ohs.acf.hhs.gov/policy

The Department of Health and Family Services
http://dhs.wisconsin.gov

The National Association for the Education of Young Children (NAEYC)
http://www.naeyc.org

The Wisconsin Model Early Learning Standards
http://collaboratingpartners.com/wmels-about.php

Waisman Center
http://waisman.wisc.edu

Wisconsin Department of Child and Family Services
http://dcf.wisconsin.gov

Wisconsin Department of Public Instruction Teaching Standards
https://dpi.wi.gov/tepdl/programs/standards/teacher

Appendix E: Professional Development Reflection and Planning
Professional Areas of Growth

Using this self-assessment, reflect on your achievements in a wide range of professional areas of growth. Review each area of growth and rate your progress using the following scale:

- **Emergent** – beginning to grow
- **Strong** – established ideas and routines
- **Risk Taking** – you have done something over and beyond your strong performance

After you have established your level of growth, write a comment about your achievement(s) for each area.

Professional Areas of Growth	Level of Growth	Comments on your Achievement
Child/Teacher Interactions: *Genuine acceptance and respect for children*	☐ Emergent ☐ Strong ☐ Risk Taking	
Personal Development/Stress Management *Emotional and physical well-being*	☐ Emergent ☐ Strong ☐ Risk Taking	
Curriculum Planning and Implementation *Utilize new ideas in a variety of curriculum areas*	☐ Emergent ☐ Strong ☐ Risk Taking	
Parent-Teacher Relationships *Communicate effectively*	☐ Emergent ☐ Strong ☐ Risk Taking	
Professional Development *Keep current in child care and development concerns*	☐ Emergent ☐ Strong ☐ Risk Taking	
Behavior Guidance *Implement problem solving effectively*	☐ Emergent ☐ Strong ☐ Risk Taking	
Health and Safety *Communicate to children, staff and families the importance of health and safety issues*	☐ Emergent ☐ Strong ☐ Risk Taking	
Community Involvement *Provide opportunities for center, home, school and community relationships (i.e. field trips, community support, etc.)*	☐ Emergent ☐ Strong ☐ Risk Taking	
Advocacy *Actively represent the needs of the child care community to the larger community*	☐ Emergent ☐ Strong ☐ Risk Taking	

Self-Reflections

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?

The Wisconsin Registry Inclusion Credential

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.I.E. 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.* • Is it **I**nclusive? *How can you bring traditionally marginalized people, particularly those most impacted, into processes, activities, and policymaking in a way that shares power?* • Is it **E**quitable? *Does your goal seek to address systemic injustice, inequity, or oppression?*			
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?*			

Appendix F: 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 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

Appendix G: 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_____

<div style="text-align:center">portfolio author   date</div>

Appendix H: 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.