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# The Wisconsin Registry Infant Toddler Credential Portfolio Companion Guide

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Preparing your  
Portfolio:  
Companion Guide

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Updated 2021

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**Review this Companion Guide Carefully and Completely  
Before Beginning Your Credential Portfolio**

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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.

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

## 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 couldn’t 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.

## Observation Notes

Date & Time \_\_\_\_\_ Number of Children Present \_\_\_\_\_

Name of Child Observed \_\_\_\_\_

Focus of Observation \_\_\_\_\_

Observation

Developmental Domain Observed

Analysis

## Video Reflection: Observation of Learning Experience

Teaching a learning experience is one thing. Seeing yourself teach a learning experience or facilitate a caregiving routine is another. Watch the video recording of your learning experience/caregiving routine. Reflect on your teaching practices as an objective observer. Include observations in every section, including comments in both the strengths and areas for improvement.

<b>Credential Candidate Name:</b>		
<b>Name of Learning Experience:</b>	<b>Ages of Children:</b>	
<b>Type of Play Experience:</b> (check all that apply)		
<input type="radio"/> Creative Art	<input type="radio"/> Large Muscle	<input type="radio"/> Sensory Table
<input type="radio"/> Story/Language	<input type="radio"/> Small Manipulative	<input type="radio"/> Science
<input type="radio"/> Music	<input type="radio"/> Math	<input type="radio"/> Cooking
<b>Type of Caregiving Routine:</b> (check one)		
<input type="radio"/> Diapering/toileting	<input type="radio"/> Naptime	<input type="radio"/> Other, please specify: _____
<input type="radio"/> Feeding	<input type="radio"/> Dressing/undressing	
<b>Number of children participating at the same time:</b>		
<b>Approximate time duration of the experience:</b>		
<b>Target developmental skill(s) of the learning experience:</b>		

<b>Plans for Instruction</b>	Did you...use the infant/toddler’s focus and interest to determine the plan; gather and make use of sensory input; effectively manage transitions; demonstrate flexibility; considerate the amount of time available; set the tone for intimacy; provide a safe, healthy, secure space for learning; etc.	
	<b>Strengths You Observe</b>	<b>Areas for Improvement You Observe</b>
<b>Activity Implementation</b>	Did you...encourage child’s attention and make real-time adaptations to the experience should the child lose interest; develop learning through relationships and responsive caregiving; include all types of learners; engage infants and toddlers through experiences based on each child’s developmental level and interest; focus on process over content; etc.?	
	<b>Strengths You Observe</b>	<b>Areas for Improvement You Observe</b>

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<b>Interaction with Learners</b>	Did you...foster positive, nurturing relationships that encourage individual engagement; provide adequate time for a child to respond; demonstrate flexible interactions that are responsive to individual needs; foster exploration and development of security and an emerging sense of identity; observe and read cues of infants and toddlers; etc.?	
	<b>Strengths You Observe</b>	<b>Areas for Improvement You Observe</b>
<b>Classroom Management</b>	Did you...use consistent, positive guidance strategies; manage disruptive behavior constructively; arrange environment for effective learning; use time efficiently; etc.?	
	<b>Strengths You Observe</b>	<b>Areas for Improvement You Observe</b>

**Final Reflection...**What surprised you the most watching yourself teach? Did the video of your teaching practices reflect how you see yourself as an educator and caregiver? Why or why not?

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
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 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



## **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 upon request.

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.

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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.**

## Self-Assessment: Family and Community (Page 1 of 3)

Be concise in answering the statements/questions in each box. The NAEYC criteria for National Accreditation is the basis of this self-assessment to demonstrate alignment with the Standards and to familiarize students with this national accreditation process.

Provide examples of how you can use the **information families provide** on intake forms, during meetings and conferences, informal conversations, emails, texts, or phone calls. Does the intake form used by the program include gathering information about family culture, values, traditions, priorities, language, and terms used for caregiving? If so, how do you use this information? If not, what questions might you add to learn more about the child and family?

Provide at least three examples of the kind of **information you have shared with families** using daily care sheets, family information boards, newsletters or other print, informal conversations, emails, texts, or phone calls, regular parent-teacher conferences. If you are not able to share information with families, provide three examples of the information you would share.

Provide one example of how **family involvement is promoted** within the program. Share one example of how **family engagement is encouraged**. How have you been involved with either of these examples? If you haven't had the opportunity to be involved, how would you encourage both family involvement and family engagement in your classroom?

**Self-Assessment: Family and Community continued** (Page 2 of 3)

Provide examples of how you have adjusted a caregiving routine to align with the infant’s and toddler’s family’s preference or how you can work with families on **shared caregiving issues**—such as culture, special needs, introducing and serving foods, allergies, use of comfort objects such as pacifiers or blankets, separation issues, etc.

Describe how you can provide support for the development and maintenance of each **child’s home language and family traditions**.

Describe the process you would use to work with a **child with an IFSP**. If you have worked with one or more infants or toddlers who did have an IFSP or special needs, explain how you worked to support the child and family.

**Self-Assessment: Family and Community continued** (Page 3 of 3)

What information on community resources would you provide families in one of the following scenarios and explain why you choose that resource(s)?

- A family in need of diapers/formula
- A family looking for nutrition guidance on transitioning an infant to table foods
- A family with a toddler exhibiting signs of a developmental delay
- A child experiencing a challenging behavior, such as biting or hitting

## Self-Assessment: Observation and Assessment of Children Birth to 36 Months (Page 1 of 2)

Be concise in answering the statements/questions in each box. The NAEYC criteria for National Accreditation is the basis of this self-assessment to demonstrate alignment with the Standards and to familiarize students with this national accreditation process.

Describe the different **methods** (formal and informal) of observation you use to document an infant's and or toddler's growth and development. Describe the **observation tool(s)** (checklists, anecdotes, running records, etc.) you prefer to use and why.

Describe how you use observations to **interpret and assess** each infant and toddler's development.

- How do you use a developmental checklist or other assessment tool along with your observations to plan for a child's development?
- How often do you interpret and assess your observations of each child?
- How do you use your observations to set goals for each child?

Describe how your observations are used to **plan for or adjust the learning environment**.

## Self-Assessment: Observation and Assessment of Children Birth to 36 Months continued (Page 2 of 2)

Provide two examples of situations where you provided a **progression of learning** opportunities or activities to maximize each infant and toddler's development.

Choose an age range between birth to 36 months. Describe 2-3 **warning alerts or red flags** that could indicate an infant or toddler has a developmental delay or concern that would prompt you to do further observations. Please cite the resource or tool used to identify these **warning alerts or red flags**.

How do your **daily interactions** with infants or toddlers aid in assessing a child's abilities and needs? Provide at least one example of how your daily interactions support the developmental goals established for each child?

## Self-Assessment: Guidance (Page 1 of 4)

Be concise in answering the statements/questions in each box. The NAEYC criteria for National Accreditation is the basis of this self-assessment to demonstrate alignment with the Standards and to familiarize students with this national accreditation process.

Describe three positive **guidance strategies** you use with infants and toddlers.

Describe a situation where you supported **social emotional development** in each of the following ways:

- Providing responsive caregiving
- Supporting positive peer interactions
- Supporting emotional literacy by helping a child recognize both comfortable and uncomfortable feelings and name their own feelings and/or others' feelings
- Teaching self-regulation of emotions, behaviors, and/or attention
- Helping a child to develop positive self-esteem, identity, self-awareness, and/or autonomy

How do you create a **climate of respect** for infants and toddlers? Give examples of situations that demonstrate how you show respect for each infant and toddler in your care?



**Self-Assessment: Guidance** (Page 2 of 4)

Provide an example of how you promote each child's **positive identity** and **sense of self** through a culturally responsive lens.

Provide examples of **stereotypical language** references you have become aware of and heard used in either your learning environment or the early childhood field. Describe how you have reacted when hearing stereotypical language used toward or against a child or group. If you were in the same situation again, what might you do the same or different?

Provide an example of a situation where you did or would intervene in a **social interaction with other children** when infants and toddlers might tease or reject others.

Provide an example of a situation where you helped an infant and or toddler learn socially appropriate behavior by providing **positive guidance that was appropriate for the child's developmental level.**

**Self-Assessment: Guidance** (Page 3 of 4)

Provide an example of a situation where you implemented **appropriate classroom rules and expectations**. How did you help children understand them?

Describe adjustments you either have made or would suggest making to the **daily schedule** to prevent challenging behaviors and more effectively meet the needs of children.

Describe adjustments you either have made or would suggest making to **transitions** to prevent challenging behaviors and more effectively meet the needs of children.

Describe how your use of **engaging activities** helps to prevent challenging behaviors. Provide an example of a time when you have intentionally used an engaging activity to prevent challenging behaviors.

**Self-Assessment: Guidance** (Page 4 of 4)

Provide an example of a situation where you responded to an infant and toddler challenging behavior in a way that was responsive to **the child's temperament, abilities, and/or culture.**

Describe what you consider to be **inappropriate guidance** strategies with infants and toddlers.

Describe your response when either you or someone else uses **inappropriate guidance** strategies with infants and toddlers?

## Self-Assessment: Developmentally Appropriate Environments (Page 1 of 4)

Be concise in answering the statements/questions in each box. The NAEYC criteria for National Accreditation is the basis of this self-assessment to demonstrate alignment with the Standards and to familiarize students with this national accreditation process.

Provide two examples of how the environment ensures children's **safety**, considering age appropriateness, durability of materials, individuality, and range of abilities of children in the room.

Describe how the learning environment offers a variety of materials, encourages exploration and experimentation, and supports curiosity and discovery. List three examples of **materials/interactions/activities** that offer varied levels of difficulty matching each infant and toddler's skill level and understanding.

Provide three examples of the materials in the infant and toddler environment that promote **sensory and fine motor learning**. Describe an example of how your interactions extended this learning.

Provide three examples of how the environment promotes the development of **gross motor skills**. Describe an example of how your interactions extended this learning.

## Self-Assessment: Developmentally Appropriate Environments

(Page 2 of 4)

Provide three examples of materials in the environment that promote peer **interaction**.

Describe how the infant and toddler environment is organized to **support children's independent use of materials and furnishings**?

Describe the process for **rotating materials** for infants and toddlers including how, why, and when materials are rotated.

Provide an example of how you have or might add or adapt materials to **accommodate** a child's special needs.

Provide three examples of **soft elements** in the infant and toddler environment to provide comfort and responsiveness.

## Self-Assessment: Developmentally Appropriate Environments

(Page 3 of 4)

Provide three examples of play/learning **materials that you personally created** for the infant and toddler environment.

Describe one example of how the room arrangement and furnishings in the environment support **all children being together**. Is there anything that you would change? Why, or why not?

Describe one example of how the environment allows for children to **play individually in protected places**.

Describe the arrangement of **interest centers or play areas** within the environment, including the area of development each interest center or play area supports.

Describe how the environment allows for children to move between areas without disturbing other children.

Explain how barriers are used to protect non-mobile children in learning environments.

Provide an example of how **visual and auditory stimulation** can be adapted in the infant toddler environment.

## Self-Assessment: Developmentally Appropriate Environments

(Page 4 of 4)

Describe how the environment builds a **sense of belonging** for the infants and toddlers and their families.

Describe how the room provides comfortable **adult sized places to sit**, hold, cuddle and feed infants or toddlers?

Provide three examples of outdoor play equipment **designed for the age and the abilities** of infants and toddlers.

Research the definition of diversity. In your own words how is diversity defined in your environment?

Explain how the **materials and interactions** in the infant and toddler environment reflect the diverse lives of children and families in the program, community, and society.

## Self-Assessment: Teaching Practices (Page 1 of 5)

Be concise in answering the statements/questions in each box. The NAEYC criteria for National Accreditation is the basis of this self-assessment to demonstrate alignment with the Standards and to familiarize students with this national accreditation process.

Provide an example of a **teaching practice** you use with individual and/or groups of infants and toddlers to promote:

- Exploration and discovery
- Creativity and curiosity
- Skill building
- Understanding of children's interests, needs, and development

Describe a situation where you were intentionally building relationships with an infant or toddler during **care routines** such as diapering/toileting, feeding or nap routines.

Describe how you balance the amount of time spent in **child-initiated** vs **caregiver-initiated** activities. Include how you support infants' toddlers during child-initiated activities.

Describe an example where you used scaffolding to **assist a child** to gain mastery in a skill, they were unable to complete without assistance.



**Self-Assessment: Teaching Practices** (Page 2 of 5)

Describe how you use **children's names** in positive ways throughout the day.

Explain how you help infants and toddlers understand **language and or communication strategies**. Include three strategies you use.

Provide an example of how you have used **parallel talk** and how the child responded.

Provide an example of a situation where you have used **self-talk** and how the child responded.

Provide an example of how you have used **simple rhymes, songs and interactive games** with infants or toddlers? How do you respond to the cue's children provide to either continue or end the song or game?

## Self-Assessment: Teaching Practices (Page 3 of 5)

Describe when, throughout the day you use **various types of books** to help infants and toddlers **develop vocabulary**. Explain how books are made accessible to infants and toddlers for independent exploration?

Provide an example of how you support infants and toddler's development **of mathematics and scientific thinking** in each of the following categories:

- Comparing quantities to determine **more/less, big/small, etc.**
- Exploration of **shapes, sizes, colors, and patterns**
- Build **number awareness**, including counting and names of numerals.
- Describing and naming **objects in the natural environment**
- Engages in **cause-and-effect** activities
- Discover they can **make things happen and solve simple problems**

## Self-Assessment: Teaching Practices (Page 4 of 5)

Choose four of the situations below and provide an example of how your teaching practices:

- Supported children's **emotional well-being** by demonstrating respect for children and creating a positive emotional climate as reflected in behaviors such as frequent social conversations, joint laughter, and affection.
- Established a **trusting relationship** with each child and family.
- Were consistent and predictable in your **physical and emotional care** of all children.
- Encouraged and recognized **children's work and accomplishments** with descriptive feedback.
- Supported a child's **competent and self-reliant** exploration and use of classroom materials.
- Responded to an infant or toddler's cries or other **signs of distress** by providing physical comfort and needed care.
- Were sensitive to an infant or toddler's signals and learned to read their **verbal and non-verbal communication**.

## Self-Assessment: Teaching Practices (Page 5 of 5)

Provide an example of how your teaching strategies support infants or toddlers **approaches to learning** in art, music, drama, and dance in the following sub-domains:

- Curiosity, engagement, and persistence
  
  
  
  
  
  
  
  
  
  
- Creativity and imagination
  
  
  
  
  
  
  
  
  
  
- Diversity in learning, including how the child is supported to learn within the context of their family and culture

Choose two of the skills below and describe how you would prepare the environment to offer **movement experiences** and support infants and toddlers **emerging physical skill development** that allows them to:

- Move freely
  
  
  
  
  
  
  
  
  
  
- Achieve mastery of their bodies through self-initiated movement
  
  
  
  
  
  
  
  
  
  
- Practice emerging skills in coordination, movement, and balance
  
  
  
  
  
  
  
  
  
  
- Work on perceptual-motor integration

## Self-Assessment: Supporting Program Operation (Page 1 of 4)

Be concise in answering the statements/questions in each box. The NAEYC criteria for National Accreditation is the basis of this self-assessment to demonstrate alignment with the Standards and to familiarize students with this national accreditation process.

Explain how the **schedule is appropriate** to the ages of children in the room but is designed to be flexible enough to meet the needs of individual children.

Provide an example of how you are **responsive to a child's individual need** to rest outside of scheduled nap time or to be active when other children are napping.

Describe two examples of **outdoor experiences you have planned for gross motor play** for infants or toddlers.

Describe two examples of **indoor experiences you have planned for gross motor play** if weather prevents you from taking infants or toddlers outside.

Describe two strategies you use to provide smooth **transitions** in or out of activity/routine.

**Self-Assessment: Supporting Program Operations** (Page 2 of 4)

Describe your understanding of the licensing regulations regarding infants and toddlers needing a **consistent caregiver** and how it impacts adult to child ratios and group size for the infant and toddler age group.

Describe proper **handwashing procedures** utilized in your program.

Describe a time that you have used **handwashing routines** as a positive teaching experience.

Describe the classroom schedule for **cleaning and sanitizing** furnishings and equipment.

Describe two examples of when you have used **standard precautions** and when you would need to use them.

Describe two examples of how you ensure **health and safety hazards** are identified and addressed to protect children from harm.

## Self-Assessment: Supporting Program Operations (Page 3 of 4)

Describe the strategies you use to ensure infants and toddlers are within **sight and sound supervision** and **how you position yourself** to allow you to react quickly to solve problems.

Describe the program's procedures when **bottle feeding infants**.

- Breast milk
- Formula
- Parent preference(s) for feeding
- Position of the infant
- Infant's individual schedule

Describe the program's procedures when **feeding toddlers**.

- Socialization
- Table set up
- Self-help skills
- Teacher positioning

Describe the program's procedures for **handling and preparing formula, breast milk, and food** for infants and toddlers according to licensing rules and regulations.

**Self-Assessment: Supporting Program Operations** (Page 4 of 4)

Describe what you do to make **meal/snack time routines** an opportunity for social interactions and/or a time to practice self-help skills, while making the experience pleasant for infant and toddlers.

Describe a typical **diapering/toileting routine** with an infant or toddler, including how you follow health and safety procedures according to licensing rules and regulations.

Describe a typical **nap/sleep schedule** with an infant or toddler, including how you follow health and safety procedures according to licensing rules and regulations?

Provide two examples of situations with infants and toddlers where you could adapt and respond in ways to **enhance program quality**.



**Self-Assessment: Professionalism** (Page 1 of 2)

Be concise in answering the statements/questions in each box. The NAEYC criteria for National Accreditation is the basis of this self-assessment to demonstrate alignment with the Standards and to familiarize students with this national accreditation process.

Provide at least three examples of how you use **state licensing regulations to guide your decisions while** caring for infants and toddlers.

Provide a clearly defined example of a situation where you behaved **ethically** in following the principles and ideals listed in the NAEYC Code of Ethical Conduct.

Describe how you could **advocate** for the children and families you serve and why it is important.

Provide two examples of **your use of community resources** available to support and expand **your own** professional skills and knowledge.

**Self-Assessment: Professionalism** (Page 2 of 2)

Group Center Staff: Describe how you **communicate and cooperate respectfully** with co-workers, working together to meet infants and toddlers and family needs, including how you share planning or decision making in classroom activities and/or program practices.

Family Child Care Provider: Describe how you **communicate and cooperate respectfully** with families, working together to meet the infant and toddler needs, including how you share learning plans and program practices.

## 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 in the field of early care and education?

Identify a professional organization you want to consider joining (i.e. NAEYC, WECA, WFCCA, WCCAA, local WECA Affiliate, etc.). What are the benefits to you in joining this organization? Are there any barriers to your participation?

## The Wisconsin Registry Infant Toddler Credential Portfolio Companion Guide

Professional Development Goals	Goal for the children's learning.	Goal for my own learning.	Goal for my teaching practice.
<p><b>Create one S.M.A.R.T. goal in each column.</b></p> <ul style="list-style-type: none"> <li>• Is your goal <b>Specific</b>? <i>A general goal is, "Get in shape." A specific goal is, "Join a gym and work out 3 days a week."</i></li> <li>• Is it <b>Measurable</b>? <i>Ask yourself, how will I know if I have accomplished it?</i></li> <li>• Is it <b>Attainable</b>? <i>Begin to see ways you can attain your goal and recognize opportunities that bring you closer to reaching your goal.</i></li> <li>• Is it <b>Realistic</b>? <i>Do you truly believe you can accomplish it?</i></li> <li>• Is it <b>Timely</b>? <i>Your goal should be time-bound; otherwise, there is no urgency to complete it.</i></li> </ul>			
<p><b>Decide on a plan for each goal.</b>  <i>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.)</i></p>			
<p><b>Evaluate each plan.</b>  <i>Does your goal and plan reflect your needs? Does your plan involve new learning &amp; growth, not just time &amp; effort? Is your goal clear? Does your plan include time for reflection followed by appropriate adjustments?</i></p>			
<p><b>Identify next steps.</b>  <i>What will you do to meet your goal? What should you prioritize first? Are your next steps achievable? Have you addressed any potential barriers?</i></p>			
<p><b>Determine a timeline.</b>  <i>What is a realistic target date(s) to reach your goal?</i></p>			