The Wisconsin Registry Leadership Credential

Preparing your Portfolio

Revised 2021 | Updated 2024

2908 Marketplace Drive #103 | Fitchburg, Wisconsin 53719

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.

Project: A unique piece of action research that is completed over a period of time and intended to demonstrate how you apply the acquired skills learned through completing the course work for a Registry Credential to bring about a change beyond your program.

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.

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:
- Apply the comprehensive knowledge gained from completing the credential.
- Reflect on your general beliefs and attitudes regarding your experience as a leader.
- Start, continue, or complete action research that is relevant to your work as a leader in the field of early care and education.

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: The Personal Disposition of a Leader
> Course 2: Leading in Your Program
> Course 3: Leading in Your Community and the Field
> Course 4: Credential Capstone—Leading for Change

It is required that the Leadership Credential courses be taken sequentially.

Your portfolio is more than a collection of written documents about what was covered in the credential courses; it will include the full development of your action research project. It must clearly demonstrate your leadership skills, as well as, meet the criteria established for the Commission. Your action research proposal must be approved by your instructor prior to beginning the project. You will find a Project Approval Form on page 13.

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

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

Physical Portfolios

Physical portfolios are only accepted at in-person commissions. If you elect to create a physical portfolio as a collection of typed documents presented in a three-ring binder format, you need to keep the following in mind.

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

Portfolio Sequence

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

Introductory Section
1. Candidate Name and Contact Information
2. Authenticity Statement
3. Autobiography
4. Personal Vision Statement
5. Program Vision Statement
6. Personal Leadership Plan
7. Summary of Growth

Project Section
1. Project Overview
2. Project Approach
3. Project Implementation
4. Project Evaluation
5. Reference Section

Contents of Your Portfolio

Introductory Section

The Introductory Section must include the following seven (7) items:

1. Name and Contact Information (1 page)
2. Authenticity Statement *(included on page 12)*
3. Autobiography
    a. 2 pages maximum, double-spaced
    b. This can be one from a previous credential.
4. Personal Vision Statement as a leader in early childhood care and education
    a. 1-3 pages maximum, double-spaced
    b. Your first *draft* of your Personal Vision Statement was developed in Course One—The Personal Disposition of a Leader.
    c. The statement should provide a rationale for all elements included.
5. Program Vision Statement
    a. 1-3 pages maximum, double-spaced
    b. Your first *draft* of your Program Vision Statement was developed in Course Two—Leading in Your Program.
    c. The statement should provide rationale for all elements included.
6. Personal Leadership Plan to enhance effectiveness
    a. Your first *draft* of your Personal Leadership Plan was developed in Course Two—Leading in Your Program.
    b. Your Personal Leadership Plan should reflect on your own skills, mannerisms, and attitudes about your leadership role. Using the information from class and from readings about the roles, responsibilities and tasks of a leader, develop a personal plan to enhance your own leadership effectiveness in your program.
    c. The plan should provide a rationale for all elements included.

7. Summary of Growth
    a. Describe how your participation in this credential accomplished the following:
        i. Enhanced the development of your leadership skills
        ii. Involved leadership outside of your program
        iii. Challenged you to risk going beyond your comfort level
        iv. Made an impact in your community or the field
    b. Incorporate course objectives to help you express what you learned in this credential.
    c. Include how the process of completing your action research project has helped you grow as a leader.
    d. Share what is next in your leadership journey.

Project Section

The Wisconsin Registry Leadership Credential Project will demonstrate your ability to integrate and apply the knowledge and skills taught in the four credential courses. Your action research project **must be** the development of an individual or group plan for change.

- Your action research project requires the approval of the instructor.
- Your action research project must incorporate applications of leadership theory and/or practice.
- Your full action research project must be uploaded, or a copy included, with the required components clearly labeled.
- Your action research project must include a list of references and resources.

The project must include the following five (5) components:

1. Project Overview (Abstract)
    a. Narrative describing your action research project and identifying what you expect to achieve.
    b. Include what you learned, and how you will take what you learned and apply it as a leader in the field.
2. Project Approach (Step 1: Identifying and limiting the topic; Step 4: Developing a research plan; and Step 5: Implementing the plan and collecting information)
    a. Identify the change or problem you want to address.
    b. Explain how you developed your question and what you expect to achieve.
    c. Describe your approach to developing your individual plan or strategy for change.
    d. Include where the idea for your action research project came from and what you discovered in your research that influenced your plan or strategy.
    e. Cite relevant course objectives and explain how the objectives tie into your action research project planning.
3. Project Implementation (Step 6: Analyzing and organizing the information; and Step 7: Developing and implementing an action plan.)
    a. Provide details of your implementation plan.
    b. If your action research project is currently in process, include your plans that led you to present day and your plans for the future.
    c. Describe what strategies were most effective for you in accomplishing your action research project. Include what you have done and why.
    d. Cite relevant course objectives and explain how the objectives tie into your action research project implementation.
4. Project Evaluation (Step 8: Evaluate your process)
    a. Evaluate your process for completing your action research project and your results.
    b. Was your action research project successful? Why or why not?
    c. Did you have a clear pathway to implementation? Why or why not?
    d. Did your action research project reveal new insights or problems you did not anticipate? If so, what were they?
    e. Has your action research project inspired further action? What are your future plans for quality improvement as a result of your action research project?

5. <u>References and Resources</u> (Step 2: Gathering information; and Step 3: Reviewing the related literature/materials and provide references)
   a. This should be a list of all the references and resources used to develop your action research project including significant literature reviews of credible sources of information which explain the background of your research.
   b. Resources and references are books, articles, internet searches, interview with experts, surveys, focus groups, observations etc.
   c. **At a minimum, include 3 text resources and 3 interviews** (teachers, parents, architects, etc.) A significant project shouldn't be completed without the input of others; include initials and job titles of those interviewed for confidentiality and a summary of the conversation.
   d. All references and resources must be documented in your reference section and cited appropriately using APA style.
   e. APA Quick Reference Guide is located on page 13. For intext-citation help, visit http://guides.libraries.psu.edu/apaquickguide/intext

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 Wisconsin Registry website under Credential Resources.

Leadership Credential Course Objectives

Your action research project must incorporate applications of theory and/or practice from each credential course. Within your project, site 3-5 objectives from each course that were important in the development of your project. Included in this guide is a list of all course objectives from the four credential courses for your reference.

Course 1: The Personal Disposition of a Leader

Students will demonstrate the following:

1. Explain the definition and components of leadership.
2. Articulate the difference between management and leadership, the interrelationship between the two, and the need for leaders in early childhood settings.
3. Use personal type indicators as leadership tools.
4. Identify the components of emotional intelligence and their relationship to leadership in early childhood programs.
5. Describe various leadership styles.
6. Articulate the importance of resilience in leaders.
7. Explain the importance of optimism and reflective practice to successful leadership of early childhood programs.
8. Articulate the importance of equity and cultural humility in early childhood leadership.
9. Write a personal vision for their own leadership.

Course 2: Leading in Your Program

Students will demonstrate the following:

1. Identify the leadership role, tasks, responsibilities, and skills necessary in early childhood programs.
2. Use a leadership assessment model for program direction and function.
3. Articulate the importance of values, beliefs, diversity, culture, reflective practice, and vision in early childhood programs.
4. Use the NAEYC Code of ethical conduct: Supplement for early childhood program administrators to enhance program effectiveness and increase leadership skills.
5. Explain the need for collaborative leadership to affect program quality.
6. Articulate the leader's role in staff development, teacher education, and supervision.
7. Explain how to use Galinsky's seven essential life skills as the foundation for pedagogy, staff development, and family engagement.
8. Discuss current issues regarding leadership in an environment of increasing expectations and accountability.
9. Research credible resources to inform an action research project.

Course 3: Leading in Your Community

Students will demonstrate the following:
1. Articulate the gap between current and best practices in the field.
2. Articulate the need for leadership beyond individual programs.
3. Explain the economic benefits and cultural promise of early childhood programs.
4. Articulate the concepts of interconnectedness and interdependence as it relates to relationships, leadership and change.
5. Develop effective relationships, interconnections and collaborations.
6. Explain the concepts of empowerment and followers.
7. Address the questions of identity, purpose, and responsibility within the field.
8. Develop strategies for action research.
9. Develop strategies for change.

Course 4: Leading for Change

Students will demonstrate the following:
1. Explain transformational change.
2. Use transformational leadership to make fundamental changes.
3. Articulate the need for leadership beyond individual programs.
4. Describe the habits of a systems thinker.
5. Describe how to use conflict resolution skills.
6. Use action research to investigate a problem.
7. Advocate effectively for planned change.
8. Implement a change action.

Receiving the Wisconsin Registry Leadership 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 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 Wisconsin Registry or the Instructor.
5. Candidate attends the designated Commission.
6. Commissioner notifies the Wisconsin Registry of successful completion of Commission.
7. If official documentation and payment have been received, the Wisconsin 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 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:

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 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 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 Wisconsin Registry will send you a payment receipt with your confirmation letter including the commission details. The commission fee covers the processing of the credential and administration of the commission system. If you are a T.E.A.C.H. scholarship recipient, contact your T.E.A.C.H. counselor for information on the reimbursement process. Visit http://wisconsinearlychildhood.org/programs/teach for more information.

The Wisconsin Registry Credential Commissioners

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

The Commission Process

Your portfolio/project must be received by the Registry Commissioner **at least ten (10) days prior** to the date of the commission for review. Please review the portfolio/project assessment form available on the Credential Resource page of the Wisconsin Registry website to ensure you have included all 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 research project? Give a brief overview and present/explain any supporting materials.
   - How has the Leadership Credential changed you as a provider?
   - What does completing this credential mean to you?
   - Having completed your credential, what are your next steps as a leader in the early childhood care and education 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 of what you will need to do to complete the portfolio/project. If you are asked to submit additional materials, you

will submit them directly to the Commissioner by the deadline provided by the Commissioner. In the event the additional materials are not submitted as requested by the deadline, you will not pass the commission.

Awarding the Credential

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

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

Appeal Process

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

Project Approval

Student Name:

Title of Action Research Project:

Proposed Topic of the Project:

Signature of Student: _____

Date: _____

It is legally, morally and ethically imperative that the rights and welfare of research participants be protected. In some cases, students may be required to complete an Institutional Review Board (IRB) process depending on the involvement of human participants in their action research project. Instructors will determine if an application to the IRB is necessary. Safeguarding the rights and welfare of human participants protects not only the participant, but also the researcher and the institution sponsoring the research project.

_____ I have reviewed the project proposal and approved it for development.

_____ Application to the IRB is required before beginning this project.

Signature of Instructor: _____

Date: _____

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

APA Quick Reference Guide

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/

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.

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.

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=0jOXKzwM-Ns

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

Motion Picture Important Elements
- 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.

Video Recording & Photos—Credential Student Agreement

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

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

1. **Parents and guardians must be asked to consent to having their child appear in a video or photo.** Permission from a supervisor or director to video record and take photos must also be confirmed. Supervisor/Director signature: _____ Date: _____
2. **Before creating a video or taking a photo, you must guarantee the following:**
   - Any children whose parents did <u>not</u> grant permission to appear in the video recording or in photos is identified. To avoid including those children in the video or photo, the camera must be positioned to <u>not</u> capture their images. If necessary, focus the camera on you teaching the activity, or on the backs of the children or the children's hands. Any faces captured of children not given permission to be in the video or photo must be blurred out. *Important note: Non-consenting children must <u>not</u> be excluded from the learning experience.*
   - Any student work you submit as part of the credential portfolio must <u>not</u> contain any identifying information about the child, including but not limited to, the child's name, any clothing that identifies the child or the location the video or photo was taken, or any items in the environment that can pinpoint the location of the video recording or photo.
   - The locator is turned off on your device before video recording or taking the photo to maintain confidentiality.
3. **Once created, video clips and/or photos must be submitted as part of your credential portfolio requirements and can be shared with your course instructor but must not be shared or distributed beyond that.**
   - Video clips and photos are created solely to be used as part of your credential commission.
   - No part of a video or photo (whether or not included with your submission) should be used for any other personal or professional purposes, including but not limited to, being posted online for purposes outside the commission process, shared with your family or friends, shared with the children's families, posted on social media, included in a job portfolio, or used within a presentation.
   - **Anyone suspected of misusing video clips and/or photos will be reported to the Wisconsin Registry. This violation falls under the FERPA laws and are subject to an investigation. Other possible civil and criminal investigations and/or penalties can apply.** *Remember: Once you have shared the video or photo electronically with anyone, you have effectively lost control of it.*
4. **Once you have received confirmation that you have successfully completed the credential commission requirements, video clips and photos must be deleted**. This includes not only the segments submitted, but any photos or video material created as part of your effort to prepare for and complete the credential portfolio requirements.

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

_____   _____
Credential student signature   Date

Verification Video/Photo Permission

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

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

Video & Photo Release Consent Form—Parent/Guardian

Dear Parent/Guardian,

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

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

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

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

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

Child Name _____

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

(Please check the appropriate box below.)

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

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

Signature of Parent/Guardian:

_____   _____

Signature   Date

_____

Printed name

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