



The Wisconsin Registry Preschool Credential Portfolio Guide

Preparing your
Portfolio

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Read this Booklet Carefully and Completely Before Beginning Your Credential Portfolio

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 six credential courses:

- Course 1: ECE: Foundations
- Course 2: ECE: Child Development
- Course 3: ECE: Health Safety and Nutrition
- Course 4: ECE: Guiding Child Behavior
- Course 5: ECE: Early Language & Literacy
- Course 6: ECE: Social Studies, Art, and Music

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

Overall Composition and Required Sequence of Your Portfolio

Electronic Portfolios

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

Examples of e-Portfolio sites include:

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

Did you know?

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

When creating an e-Portfolio, there are a few things you should keep in mind.

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

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

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

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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. Philosophy Statement
5. Resume
6. Optional Items to illustrate Professional Contributions

Content Area Section

- A. Child Development
- B. Health, Safety, and Nutrition
- C. Guidance
- D. Developmentally Appropriate Preschool Teaching Practices and Environments
- E. Diversity
- F. Professionalism

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 (*located on page 25 of this guide*)
3. Autobiography—reflect on 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 on caring for preschool children. Reflect and write an informed response to the guiding statements below. (1-page maximum)
 - My philosophy of early childhood education (importance of developmentally appropriate practice, individualized care and planning, discipline, etc.):
 - This is what I value about preschool children.
 - This is what I believe is important for nurturing their growth and development.
 - Important practices in my early childhood classroom and program.
 - My goals
 - For children three to five years of age are _____.
 - For families are _____.
5. Professional Resume
6. **Optional:** A **maximum** of two professional samples, such as your Registry Career Level certificate, professional recognition awards, or documentation of professional training.

Content Area Section

Content Area Categories must include the following:

- Child Development: Two rationales and two work samples, self-assessment
- Health, Safety, and Nutrition: Three rationales and three work samples, self-assessment
- Guidance: Two rationales and two work samples, self-assessment
- Developmentally Appropriate Preschool Teaching Practices and Environments: Four learning experience plans, one video clip, one video reflection, required video/photo forms, one rationale with one work sample, self-assessment, and [Qualified Observer Evaluation](#)
- Diversity: One rationale with one work sample, self-assessment
- Professionalism: Summary of growth, professional development plan, self-assessment

Within this guide, you will find details on what is required for each portfolio entry, critical documents, including self-assessments and professional planning guide. Review each portfolio category carefully.

Considerations for Portfolio Work Samples

- Work samples are the **“what”** of your portfolio.
- Work samples are of **your own work** related to children from three years to five years or the end of kindergarten.
- Each work sample should represent knowledge you have gained from the credential courses.
- When using work from another source, such as a planning or observation form that you have filled in, be sure to cite it appropriately.
- Examples of work samples are provided in each content areas, however, students are not limited to these examples to demonstrate the competencies.
 - Your work samples must be something you have created on your own. Your work sample could be something newly created, something you previously developed for an assignment, or something you created to support your classroom. If your work sample is something developed for an assignment, it should reflect enhancements or revisions you’ve added because of your learning in the credential courses.
- If the work sample is a form or letter or other 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?
 - 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 Portfolio Work Samples

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

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Portfolio Resources

In addition to using this guide, be sure to reference the [Preschool Qualified Observer Evaluation](#), available on the [Credential Resource](#) page of the Wisconsin Registry website, which contains critical resources to complete portfolio entry requirements. Below is a list of other valuable resources.

- Ages and Stages Samples and information <http://www.agesandstages.com/free-resources/>
- NAEYC Ethical Code of Conduct http://www.naeyc.org/positionstatements/ethical_conduct
- NAEYC Standards for Initial Early Childhood Professional Preparation
<https://www.naeyc.org/resources/position-statements/professional-standards-competencies>
- Wisconsin Department of Children and Families <http://www.dcf.wisconsin.gov>
- Wisconsin Department of Public Instruction Teaching Standards
<https://dpi.wi.gov/tepd/programs/standards/teacher>
- Wisconsin Model Learning Standards <http://www.collaboratingpartners.com/wmels-about.php>
- Wisconsin Pyramid Model <http://www.collaboratingpartners.com/wi-pyramid-model-about.php>
- YoungStar—Wisconsin’s Childcare Quality Rating & Improvement System
<https://dcf.wisconsin.gov/youngstar>

Confidentiality

If pictures, video, and/or observations of children are included, it is important that the child and family remain anonymous to maintain professional confidentiality. If this confidentiality is violated, the 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.

Child Development

Evidence in this category will demonstrate your knowledge of child development through the developmental domains and child development theory based on the following:

- External Standards
 - NAEYC Standard 1: Child Development and Learning in Context
- Wisconsin Technical College System Program Outcomes
 - ECE TSA 1: Apply child development theory to practice.
 - ECE TSA 2: Cultivate relationships with children, family, and the community.
 - ECE TSA 3: Assess child growth and development.
 - ECE TSA 4: Use effective, research-based practices in teaching and learning.
- ECE: Child Development Competencies
 - Analyze the development of children ages three through eight.
 - Summarize child development theories.
 - Analyze health and physical development of children.
 - Analyze social and emotional development of children.
 - Analyze the language development and communication of children.
 - Analyze the approaches to learning of children.
 - Analyze cognitive development and general knowledge of children.
 - Analyze the effect of trauma on the development of children.

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| Required portfolio entry must include: |
| 1. One rationale and one work sample related to one or more developmental domains |
| 2. One rationale and one work sample related to child development theory |
| 3. Self-Assessment: Child Development (<i>located on page 36 of this guide</i>) |

Examples of supporting portfolio work samples are:

- Developmental Screening Tool Evaluation
- A written description or video narrative (not to exceed 5 minutes) of how the WI Model Early Learning Standards is a framework for child development.
- A written description of the interrelationship of child developmental domains.
- Newsletter or Poster to inform parents on Child Development including a description of the process you went through in developing the newsletter or poster.
- Description with pictures of how you support child developmental domains in the learning environment.
- Planning document on creating a trauma informed learning environment.
- List and describe community resources that support mental health for children and/or families.

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Suggested rationale for each work sample:

My work sample for _____ (*insert developmental domains or child development theory*) 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 category, not the work sample, addressing course competencies under the category and how you have applied the knowledge you have gained.*) My work sample shows my knowledge and understanding of the role _____ (*insert developmental domains or child developmental theory*) plays in quality early childhood programming by _____.

Health, Safety, and Nutrition

Evidence in this category will demonstrate your knowledge and emerging skills concerning the aspects of health, safety, and nutrition in a quality early childhood program based on the following:

- External Standards
 - NAEYC Standard 1: Child Development and Learning in Context
- Wisconsin Technical College System Program Outcomes
 - ECE TSA 1: Apply child development theory to practice.
 - ECE TSA 2: Cultivate relationships with children, family, and the community.
 - ECE TSA 3: Assess child growth and development.
 - ECE TSA 4: Use effective, research-based practices in teaching and learning.
 - ECE TSA 6: Integrate health, safety, and nutrition practices.
- ECE: Health Safety and Nutrition Course Competencies
 - Integrate strategies that support diversity, equity, and inclusion in the early childhood setting.
 - Plan a safe early childhood environment according to regulatory requirements.
 - Plan a healthy early childhood environment according to regulatory requirements.
 - Plan nutritious menus according to regulatory requirements
 - Recognize child abuse and neglect issues and mandates.
 - Identify Sudden Infant Death Syndrome (SIDS) risk reduction strategies.
 - Identify strategies to prevent the occurrence of Abusive Head Trauma (AHT).
 - Incorporate health, safety, and nutrition concepts into the children's curriculum.

| Required portfolio entry must include: |
|---|
| 4. One rationale and one work sample for health |
| 5. One rationale and one work sample for safety |
| 6. One rationale and one work sample for nutrition |
| 7. Self-Assessment: Health, Safety, and Nutrition (<i>located on page 36 of this guide</i>) |

Examples of supporting portfolio work samples are:

- Newsletter or poster to notify parents of a communicable disease.
- Menu or meal plan created for preschool children.
- Video clip of a hands-on presentation you gave on health, safety, or nutrition for preschool children.
- Photograph(s) and/or artifact(s) from a learning experience you facilitated related to health, safety, and nutrition for preschool children. Include your learning experience plan.
- Completed safety checklist with a realistic plan for correction or modification.

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Suggested rationale for work sample:

My work sample for (*insert health, safety, or nutrition*) 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 category, not the work sample, addressing course competencies under the category and how you have applied the knowledge you have gained.*) My work sample shows my knowledge and understanding of the role _____ (*insert health, safety, or nutrition*) plays in quality early childhood programming by _____.

Guidance

Evidence in this category will demonstrate your knowledge and emerging skills of how it is possible to guide children through a system of support to enhance social and emotional competence while creating a sense of self-discipline in a child based on the following:

- External Standards
 - NAEYC Standard 1: Child Development and Learning in Context
 - NAEYC Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices
- Wisconsin Technical College System Program Outcomes
 - ECE TSA 1: Apply child development theory to practice.
 - ECE TSA 2: Cultivate relationships with children, family, and the community.
 - ECE TSA 3: Assess child growth and development.
 - ECE TSA 4: Use effective, research-based practices in teaching and learning.
- ECE: Guiding Children's Behavior Course Competencies
 - Analyze techniques for relationship-building with children and families.
 - Identify positive, proactive guidance principles and techniques to support children.
 - Analyze environmental influences on child behavior.
 - Identify strategies that support children's active engagement in the learning environment.
 - Identify strategies that proactively teach emotional literacy and friendship skills.
 - Identify strategies for self-regulation and problem-solving techniques.
 - Explain the impact of adverse childhood experiences on social and emotional development.
 - Develop a behavior support plan based on a functional behavior assessment.

| Required portfolio entry must include: |
|--|
| 1. One rationale and one work sample for supporting children's guidance using a developmentally appropriate learning environment. |
| 2. One rationale and one work sample of the importance of nurturing and responsive relationships to support guiding children's behavior. |
| 3. Self-Assessment: Guidance for 3-5-year-olds (<i>located on page 37 of this guide</i>) |

Examples of supporting portfolio work samples are:

- An audio or video recording demonstrating your ability to create a sense of self-esteem, self-respect, and self-regulation in children. The sample should include a verbal explanation of the teacher/child interaction and the strategies used within that interaction.
- Application of specific guidance tools used in the learning environment (visual schedules, transition plan, social stories, calm down kits, self-regulation, etc.)
- Learning experience plan related to social and emotional development (friendship skills, problem solving, self-regulation, etc.)
- Visual examples of modifications made to the learning environment supporting guiding children's behavior.

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- A written description or video narrative (not to exceed 5 minutes) of how you have implemented the WI Pyramid Model (SEFEL) to enhance guidance practices.
- A written behavior management plan or case study tailored for an individual child or for the preschool classroom. Cite your resources using APA style or other acceptable format.
- Guidance Philosophy—this includes your ideas and beliefs about guiding children and your vision statement of how and why you guide children’s behavior and development. This is your personal philosophy, rather than the philosophy of your program.

Suggested rationale for each work sample:

My work sample for Guidance 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 category, not the work sample, addressing course competencies under the category and how you have applied the knowledge you have gained.) My work sample shows my understanding of how it is possible to guide children while creating a sense of self-discipline in a child by _____ (describe how it shows your knowledge and understanding of how to guide children 3-5 years of age in ways that promote self-discipline and is sensitive to family culture, values, and individual differences).

Developmentally Appropriate Preschool Teaching Practices and Environments

Evidence in this category will demonstrate your knowledge and emerging skills in creation and implementation of developmentally appropriate learning experiences and environments based on the following:

- External Standards
 - NAEYC Standard 1: Child Development and Learning in Context
 - NAEYC Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices
- Wisconsin Technical College System Program Outcomes
 - ECE TSA 1: Apply child development theory to practice.
 - ECE TSA 2: Cultivate relationships with children, family, and the community.
 - ECE TSA 3: Assess child growth and development.
 - ECE TSA 4: Use effective, research-based practices in teaching and learning.
- ECE: Social Studies, Art, Music & Movement Course Competencies
 - Incorporate Social Studies, Art, Music, & Movement (SSAMM) into daily routines.
 - Examine the critical role of play-based learning as it relates to SSAMM.
 - Establish a developmentally appropriate environment for SSAMM.
 - Create Social Studies learning experience plans that promote child development and learning.
 - Create Art learning experience plans that promote child development and learning.
 - Create Music and Movement learning experience plans that promote child development and learning.
 - Integrate SSAMM learning experiences into an interdisciplinary unit.
- ECE: Early Language & Literacy Course Competencies
 - Explain the concepts of early literacy developmental theory and practices for children.
 - Identify the role and progression of literacy skills in children.
 - Demonstrate interactive reading strategies for children.
 - Integrate culturally responsive strategies to promote language and early literacy skills for all children.
 - Assess the components of a literacy rich environment.
 - Explain the interrelationship of language and literacy development.
 - Create language and literacy learning experience plans that promote child development and learning for children.
 - Investigate language and literacy resources for the field of early childhood education.

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| Required portfolio entry must include: | |
|---|--|
| 1. | Learning experience plan for 3 of the 4 following experiences: <ul style="list-style-type: none">▪ Facilitating a social studies experience▪ Facilitating a process art experience▪ Facilitating a music experience▪ Facilitating a movement experience <i>(located on page 28 of this guide)</i> |
| 2. | Learning experience plan for Facilitating a language and literacy learning experience that promotes child development and learning for children. |
| 3. | A video clip of the implementation of one learning experience plan included in this category. |
| 4. | Reflection of your teaching practices demonstrated in the video clip using the Video Reflection: Observation of Learning Experience Plan form. <i>(located on page 31 of this guide)</i> |
| 5. | Required Form: Video Recording & Photos —Credential Student Agreement Form <i>(located on page 33 of this guide)</i> |
| 6. | Required Form: Verification of Video/Photo Permission Form <i>(located on page 34 of this guide)</i> |
| 7. | One rationale and one work sample of planning or evaluating developmentally appropriate preschool learning environments. |
| 8. | Self-Assessment: Developmentally Appropriate Preschool Teaching Practices and Environments <i>(located on page 38 of this guide)</i> |
| 9. | <u>Qualified Observer Evaluation</u> |

Required portfolio entries must meet the following guidelines:

- Learning Experience Plan Guidelines
If using a planning form other than the sample learning experience planning form provided this Portfolio Guide, the planning form must include:
 - Objectives, including which area of development the activity promotes.
 - Materials needed.
 - Steps of the presentation and experience.
 - Preparation and set up.
 - How you will invite the children to the activity.
 - Which domain is promoted from the Wisconsin Model Early Learning Standards.
 - A follow up reflection/evaluation of the learning experience.
- Video Clip Guidelines
 - All children present in the video must have a signed *Video & Photo Consent Form* from a parent or guardian. Consent forms must be shared privately with a commissioner and are not to be included in the portfolio for confidentiality.
 - Length of the video clip should be appropriate to the activity, including transitions leading into and out of the activity, and should not exceed 15 minutes.

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- Videos must be uploaded privately onto YouTube for commissioner viewing. Videos must be posted privately and are shared with the commissioner by email. Instructions on how to use YouTube are available in the [Commission Student Toolkit](#) under [Credential Resources](#) on the Wisconsin Registry website. A [YouTube Video Tutorial](#) on how to post and share a video with the commissioner is also available under Credential Resources on the Wisconsin Registry website. There is also a letter available in [English](#) and [Spanish](#) you can give parents explaining the purpose of the video, available under Credential Resources.
- Once the Commissioner has successfully viewed your video clip, the Commissioner will email you the video can be deleted. The Commissioner will verify with you at the commission that all video clips have been deleted, including not only the segments submitted, but any video material created as part of your effort to prepare for and complete the portfolio requirements.
- **Qualified Observer Evaluation Guidelines**
 - The [Qualified Observer Evaluation](#) must be completed by a **qualified observer** who is an individual who:
 1. Is not employed by the same program as the person being observed, including but not limited to co-workers, supervisors, and administrators.
 2. Meets **one or more** of the following:
 - a. Is one of your course instructors from the Preschools Credential course series.
 - b. Has a minimum of an Associate Degree in Early Childhood Education.
 - c. Is a Registry approved consultant in the ITERS, ECCERS, or FCCERS environmental rating scales.
 - d. Is a recipient of the Preschool Credential with 5 years of experience in the field.
 - In the event the instructor of the course is unable to serve as the qualified observer, other individuals who might also meet the qualifications of a qualified observer include staff at local Child Care Resource and Referral Agencies, YoungStar Coaches who are not working directly with the credential candidate's program, or other individuals trained in formal rating scale observation tools. Networking with other professionals in the early childhood and care field can provide additional opportunities to connect with individuals who are qualified observers. **If a qualified observer is an individual other than the course instructor, the instructor must give their approval in advance to ensure the individual meets the requirements of a qualified observer.**

Examples of supporting portfolio work samples are:

- Photographs, video, or drawings of your classroom with a description of how the environment meets the developmental needs of children 3-5-years-old.
- A written description of any changes you've made to the environment based on what you've learned throughout your professional development. Include before and after photographs with descriptions of the change process.
- Examples of how you have adapted materials or the environment for children with special needs.
- An inventory of the play/learning materials used in your classroom with an explanation of how the choices are developmentally appropriate for the children 3-5-years-old. The inventory may be expressed as a picture, a narrated video, chart, or spreadsheet. Cite your resources using APA style or other accepted format.
- A description of how you changed your classroom environment to meet ECERS, YoungStar or other quality improvement criteria. Include before and after photographs with descriptions of the change process.

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Suggested rationale for each work sample:

My work sample for Developmentally Appropriate Preschool Teaching Practices and Environments 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 category, not the work sample, addressing course competencies under the category and how you have applied the knowledge you have gained.*) My work sample shows my understanding of how a developmentally appropriate preschool teaching practices and environments contributes to a child's development by _____ (*describe how it shows your knowledge of how to meet the developmental needs of children 3-5 years of age by creating a healthy, respectful, supportive, and challenging learning environment*).

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 based on the following:

- External Standards
 - NAEYC Standard 2: Family – Teacher Partnerships and Community Connections
 - NAEYC Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices
- Wisconsin Technical College System Program Outcomes
 - ECE TSA 2: Cultivate relationships with children, family, and community.
- ECE: Foundations of ECE Course Competencies
 - Explore the concepts of diversity, equity, and inclusion in the early childhood profession.
- ECE: Health Safety & Nutrition Course Competencies
 - Integrate strategies that support diversity, equity, and inclusion in the early childhood setting.
- ECE: Early Language & Literacy Course Competencies
 - Integrate culturally responsive strategies to promote language and early literacy skills for all children.

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| Required portfolio entry must include: |
| 1. One rationale and one work sample for diversity, equity, and inclusion. |
| 2. Self-Assessment: Diversity, Equity, and Inclusion (<i>located on page 39 of this guide</i>) |

Examples of supporting portfolio work samples are:

- A book list of 15-20 multi-cultural/culturally responsive/anti-bias books for a preschool classroom library, including the book title, author, year of publication, focus topic and a summary of each book.
- Family involvement in a culturally responsive/anti-bias classroom activity or event that you designed, planned, and implemented. (newsletter, family event, brochure, field trip, community resources, guest speaker, etc.) Include a description of the process you went through in designing, planning, and implementing the activity or event.
- Photograph(s) and/or artifact(s) from a learning experience you facilitated related to a culturally responsive/anti-bias classroom learning experience you provided for preschool children that took into consideration children's cultures and traditions. Include your learning experience plan.
- Learning experience plan that demonstrates adaptations responsive to a child's individual needs.

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Suggested rationale for this category:

My work sample for Diversity, Equity and Inclusion 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 category, not the work sample, addressing course competencies under the category and how you have applied the knowledge you have gained.)* My work sample shows my understanding of the importance of knowing about and understanding diverse family and community characteristics that have an impact on children's development and learning by _____ *(describe how it shows your knowledge and understanding of how human diversity plays a role in children's development and learning).*

Professionalism

Evidence in this category will demonstrate your ability as a professional to apply recognized best practices in the workplace using theories and competencies you have learned based on the following:

- External Standards
 - NAEYC Standard 6: Professionalism as an Early Childhood Educator
- Wisconsin Technical College System Program Outcomes
 - ECE TSA 5: Demonstrate professionalism.
- ECE: Foundations of ECE Course Competencies
 - Explore the concepts of diversity, equity, and inclusion in the early childhood profession.
 - Investigate the history and current trends of early childhood education.
 - Explore regulatory requirements for early childhood education programs in WI.
 - Summarize types of early childhood education settings.
 - Identify quality indicators in early childhood education programs.
 - Summarize responsibilities of early childhood education professionals.
 - Explore early childhood curriculum models.
 - Examine the critical role of play as it relates to developmentally appropriate practice.

| Required portfolio entry must include: |
|--|
| 1. Summary of Growth |
| 2. Professional Development Reflection and Planning Form (<i>located on page 40 of this guide</i>) |
| 3. Self-Assessment: Professionalism (<i>located on page 39 of this guide</i>) |

Required portfolio entries must meet the following guidelines:

- Summary of Growth
 - Must be 1-3 pages typed, with 12 pt. font, 1.5-line spacing, with one-inch margins.
 - Must address the following:
 - Describe your experience working with preschool children.
 - How has completing the Preschool Credential changed you as an early childhood professional?
 - What changes have you implemented in your classroom or program to improve quality in working with preschool children?
 - What challenges and/or barriers within this credential did you overcome?
 - How will you use your strengths and passion to contribute to quality early care and education in the future?

Receiving the Wisconsin Registry Preschool 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. Commission process steps are explained below:

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

Request for Commission

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

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

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

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

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

- **Registry Membership:** All credential candidates must have a Registry Membership or must apply to The 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/unpaid:** You must submit a one-year renewal

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with the applicable renewal fee and any documentation that was missing previously. Visit our website at www.wiregistry.org to renew online or download an application.

- **Commission Fee:** Each student is required to pay a \$300 Commission fee. Once paid, commission fees are non-refundable and non-transferable. Payment in full must be included with the *Registration for Commission* form. The Wisconsin Registry will send you a payment receipt with your registration confirmation email. The commission fee covers the processing of the credential and administration of the commission system. If you are a T.E.A.C.H. scholarship recipient, contact your T.E.A.C.H. counselor for information on the reimbursement process. Visit <http://wisconsinearlychildhood.org/programs/teach> for more information.

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.
 - How has the Preschool Credential changed you as a provider?
 - What does completing this credential mean to you?
 - What are you passionate about as it relates to the education of children three to five years of age?
 - How will you contribute to quality early childhood education 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 on what you will need to do to complete the portfolio/project. If you are asked to submit additional materials, you will submit them directly to the Commissioner by the deadline provided by the Commissioner. In the event the additional materials are not submitted as requested by the deadline, you will not pass the commission.

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Awarding the Credential

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

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

Appeal Process

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

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 on 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. 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

Learning Experience Plan

| | | | | | | | | | | | | | | |
|--|--|--|---|--|--|--------------------------------------|-----------------------------------|-------------------------------------|-------------------------------------|----------------------------------|---|--------------------------------------|--|--|
| Your Name: | | | | | | | | | | | | | | |
| Name of Learning Experience: | | Ages of Children: | | | | | | | | | | | | |
| Type of Learning Experience: (check all that apply) <table border="0" style="width: 100%;"> <tr> <td><input type="radio"/> Creative Art</td> <td><input type="radio"/> Social Studies</td> <td><input type="radio"/> Sensory Table</td> </tr> <tr> <td><input type="radio"/> Story/Language</td> <td><input type="radio"/> Gross Motor</td> <td><input type="radio"/> Health/Safety</td> </tr> <tr> <td><input type="radio"/> Dramatic Play</td> <td><input type="radio"/> Fine Motor</td> <td><input type="radio"/> Cooking/Nutrition</td> </tr> <tr> <td><input type="radio"/> Music/Movement</td> <td></td> <td></td> </tr> </table> | | | <input type="radio"/> Creative Art | <input type="radio"/> Social Studies | <input type="radio"/> Sensory Table | <input type="radio"/> Story/Language | <input type="radio"/> Gross Motor | <input type="radio"/> Health/Safety | <input type="radio"/> Dramatic Play | <input type="radio"/> Fine Motor | <input type="radio"/> Cooking/Nutrition | <input type="radio"/> Music/Movement | | |
| <input type="radio"/> Creative Art | <input type="radio"/> Social Studies | <input type="radio"/> Sensory Table | | | | | | | | | | | | |
| <input type="radio"/> Story/Language | <input type="radio"/> Gross Motor | <input type="radio"/> Health/Safety | | | | | | | | | | | | |
| <input type="radio"/> Dramatic Play | <input type="radio"/> Fine Motor | <input type="radio"/> Cooking/Nutrition | | | | | | | | | | | | |
| <input type="radio"/> Music/Movement | | | | | | | | | | | | | | |
| Learning Experience Presentation Type: (check one) <table border="0" style="width: 100%;"> <tr> <td><input type="radio"/> Large Group—all children participating at the same time</td> <td><input type="radio"/> Small Group—a portion of the children participating at the same time</td> <td><input type="radio"/> Activity choice during free play</td> </tr> </table> | | | <input type="radio"/> Large Group—all children participating at the same time | <input type="radio"/> Small Group—a portion of the children participating at the same time | <input type="radio"/> Activity choice during free play | | | | | | | | | |
| <input type="radio"/> Large Group—all children participating at the same time | <input type="radio"/> Small Group—a portion of the children participating at the same time | <input type="radio"/> Activity choice during free play | | | | | | | | | | | | |
| Number of children participating at the same time: | | | | | | | | | | | | | | |
| Child development skills necessary for the children's success when participating: <ol style="list-style-type: none"> 1. 2. | | | | | | | | | | | | | | |
| This learning experience has been planned to stress the following WMELS performance standards: <ol style="list-style-type: none"> 1. 2. | | | | | | | | | | | | | | |
| Why have you chosen to do this experience? | | | | | | | | | | | | | | |
| Specific list of space and/or materials needed including colors, amounts, sizes, etc. | | | | | | | | | | | | | | |
| Source of materials: <ul style="list-style-type: none"> <input type="radio"/> All are available at the center/in the classroom. <input type="radio"/> Provided, in part, by the cooperating teacher. <input type="radio"/> I am providing the following: | | | | | | | | | | | | | | |
| Teacher preparation needed <i>before</i> activity presentation, i.e., mixing paint, cutting paper, construction of flannel board characters, etc. | | | | | | | | | | | | | | |

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| Teaching Sequence of the Learning Experience |
|--|
| Set-up and arrangement of materials and equipment |
| Transition Planning: Describe how the children will transition <i>into</i> the learning experience. |
| What is the teacher's role (what will you do) during this learning experience? |
| What will the children do during the learning experience? (Remember children are active, hands-on learners!) |
| How will the learning experience area be cleaned up? (How will the children help in this process? Where will the leftover materials be put? Where will the children's artwork be placed?) |
| Transition Planning: Describe how the children will transition <i>out of</i> the learning experience. |

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Self-Evaluation of Learning Experience: *The following questions should be answered as soon as possible after presenting the activity in the classroom.*

Reflect on your success. Describe what went well.

Did the learning experience support the developmental skill that you planned to support? How do you know?

What changes would you make in the space and/or materials used in this learning experience?
All recommended changes should be supported with examples of the children's participation. If you said, "no change," support your response.

What changes would you make in your teaching of this learning experience? Support each change you list. If you said, "no change," support your response.

Would you do this learning experience again? Why or why not?

Video Reflection: Observation of Learning Experience Plan

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

| | | |
|-------------------------------------|--|--|
| Your Name: | | |
| Name of Learning Experience: | | |
| Plans for Instruction | Did you...prepare materials well in advance; organize the materials for easy access during the experience; effectively manage transitions; demonstrate flexibility in planning; etc.? | |
| | Strengths You Observe | Areas for Improvement You Observe |
| Activity Implementation | Did you...focus the children's attention; inform the children of the purpose of the experience; relate the learning experience to prior knowledge or future lessons; practice purposeful and intentional implementation that is inclusive of all learners; make real-time adaptations to the activity should children lose interest; etc.? | |
| | Strengths You Observe | Areas for Improvement You Observe |
| Interaction with Learners | Did you...foster positive, nurturing relationships that encourage individual engagement; provide adequate time for children to respond; discuss content at a developmentally appropriate level for each child; give proactive, clear and constructive feedback to each child; etc.? | |
| | Strengths You Observe | Areas for Improvement You Observe |
| Classroom Management | Did you...use consistent, positive behavioral support strategies; manage disruptive behavior constructively; arrange the environment for effective instruction; use time efficiently; etc.? | |
| | Strengths You Observe | Areas for Improvement You Observe |

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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? Why or why not?

Student Signature

Date

Video Recording & Photos—Credential Student Agreement

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

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

1. **Parents and guardians must be asked to consent to having their child appear in a video or photo.**
Permission from a supervisor or director to video record and take photos must also be confirmed.
Supervisor/Director signature: _____ Date: _____
2. **Before creating a video or taking a photo, you must guarantee the following:**
 - Any children whose parents did 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.

Signature _____
portfolio author date

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Video & Photo Release Consent Form—Parent/Guardian

Dear Parent/Guardian,

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

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

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

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

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

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: Child Development

Be concise in answering the statements/questions in each box.

| |
|---|
| 1. Describe the assessment tools you use to collect information across developmental domains. |
| 2. How do you use assessment information to analyze and identify a child's current level of development across domains ? |
| 3. Give examples of how you would improve a classroom using an environmental rating scale in at least 2 developmental domains. |
| 4. Describe what you do to assess the developmental progress of each child across all domains and how you would share information with a child's family. How would you track a child's progress at regular intervals ? What information do you feel is important to share with families during conferences? |
| 5. Describe techniques you use that reflect a trauma-informed approach . |

Self-Assessment: Health, Safety, and Nutrition

Be concise in answering the statements/questions in each box.

| |
|--|
| 1. Describe the child tracking procedures used throughout the day in a program in accordance with DCF Licensing rules (in the classroom, moving from one location to another). |
| 2. Describe a process you have used for being aware of children's special health care needs, nutrition needs or allergies , etc. |
| 3. What do you look for in a daily health check as children arrive? |
| 4. Give some examples of how you use care routines such as toileting, meal, and nap routines as opportunities to build relationships, language, key concepts related to food (<i>food classification, nutrition, healthy living, manners, etc.</i>) and build child's self-awareness, social interaction, and self-help skills . |
| 5. Describe the meal/snack routine —how do you encourage children to participate in daily meal/snack time routines, including preparation and clean up (self-serving, table setting, post meal clean-up, etc.)? |
| 6. Describe the toileting routine from start to finish —how do you support children using the toilet following DCF Licensing rules related to self-help and physical needs? |
| 7. Describe the nap time routine —what do you do to follow DCF licensing rules and meet children's need for rest? What do you do if a child does not sleep at nap time? |

Self-Assessment: Guidance

Be concise in answering the statements/questions in each box.

| |
|--|
| 1. How do you build relationships to serve as the foundation to social and emotional development in the classroom, with children, families, and colleagues? |
| 2. When a constant challenging behavior occurs, list 2-3 sources of information you need to collect to better respond to the child's individual needs? |
| 3. Give 2-3 examples of how the physical classroom environment can be modified to reduce challenging behavior. |
| 4. How do you encourage children's active engagement during daily routines (transitions, group time, mealtime, classroom expectations etc.)? |
| 5. Describe two examples of strategies you have used to support the development of two of the following skills: emotional literacy, friendship skills, problem-solving and self-regulation. |
| 6. Describe how you establish and convey to children clear and consistent behavior expectations . |
| 7. Teacher self-care is foundational in creating a secure social and emotional classroom environment. How do you practice self-care to better support the children and families in your program? |
| 8. Describe two examples of strategies you have used to help children independently resolve conflicts . |
| 9. Describe what you consider to be inappropriate physical punishment and the use of threats or punitive remarks , as a form of discipline. Describe how you use positive guidance strategies. |

Self-Assessment: Developmentally Appropriate Preschool Teaching Practices and Environments (page 1 of 2)

Be concise in answering the statements/questions in each box.

| |
|--|
| 1. Give an example and explanation of how your classroom environment supports or illustrates each of the following essential elements within a play-rich environment : <ul style="list-style-type: none">• Safety• Sensory exploration• Fine motor• Gross motor• Pretend Play• Independence (reduce reliance on adults for self-selected play)• Open-ended art experiences |
| 2. Explain how the environment plays a critical role in supporting children in the classroom through <u>two</u> of the following: room arrangement, learning materials provided, learning centers available, curriculum planning. |
| 3. List examples of how a classroom can support early literacy development within at least 3 different learning centers/play spaces |
| 4. Give 3 examples of how the environment can support families' culture. |
| 5. List 2-3 environmental considerations that should be made within a classroom for each of the following group sizes. <ul style="list-style-type: none">• Whole group gatherings• Small group opportunities• Individual/secluded opportunities |
| 6. What is the purpose of high-quality standards in early childhood settings? In a paragraph, reflect on one of the following: Developmentally appropriate practices, NAEYC accreditation, Young Star, or Environmental Rating Scales. |
| 7. How can you ensure time for child-directed play and child choice of play materials? |
| 8. Give 2 examples of how a teacher can intentionally promote learning during play/work time . |
| 9. Describe why it is important for teachers to understand the progression of writing skills . |
| 10. Describe learning materials that could be used in the environment to support emerging writing skills. Provide an example of at least 3 of the following: <ul style="list-style-type: none">• Daily opportunities to write.• Assist in writing.• Scribbling• Letter-like marks• Developmental spelling |
| 11. Give examples of 2-3 environmental elements that promote the development of early literacy and the enjoyment of a variety of types of literature/books. |
| 12. Give an example of how a teacher can promote the connection of print to the spoken word. |

Self-Assessment: Developmentally Appropriate Preschool Teaching Practices and Environments (page 2 of 2)

| |
|--|
| 13. Describe classroom routines/activities that promote phonemic or phonological awareness (playing with sounds and structure within language). |
| 14. List 3-5 tools/props that can be added to a learning environment to support a social studies theme . |
| 15. Give an example and describe some of the developmental benefits of teach-led musical and/or finger-play experiences . |
| 16. Which curriculum model are you most comfortable with? Which curriculum model would you like to learn more about and why? |
| 17. Give an example that illustrates how hands-on play-based experiences promote child development/learning. |

Self-Assessment: Diversity, Equity, and Inclusion

Be concise in answering the statements/questions in each box.

| |
|--|
| 1. Define the following key terms based on your understanding of DEIB (Diversity, Equity, Inclusion, Belonging): <ul style="list-style-type: none">• Diversity• Equity• Inclusion• Belonging |
| 2. Provide 3 examples of how you support diversity, equity, inclusion, belonging practices in your work with children and families. |
| 3. Give an example of how you will expand your understanding and practice of diversity, equity, inclusion, belonging in your work with children and families. |

Self-Assessment: Professionalism

Be concise in answering the statements/questions in each box.

| |
|--|
| 1. How do you following DCF Licensing rules relate to professionalism ? |
| 2. Describe the responsibilities that you have as outlined in the NAEYC Code of Ethical Conduct . Give an example of a situation where you behaved ethically in following the principles and ideals listed in the Code. |
| 3. Describe how you could advocate for developmentally appropriate quality practices in your program. |
| 4. Describe how you could communicate and collaborate respectfully with co-workers and function smoothly as a team to meet child and family needs. Describe how you share planning or decision-making in classroom activities and/or program practices. (Example: FCC providers balance needs of program with needs of own family.) |

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.

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| 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 coursework? Identify ways you can use these new ideas and processes in your teaching practices. |
| What topics 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 Preschool Credential Portfolio Guide

| Professional Development Goals | Goal for the children's learning. | Goal for my own learning. | Goal for my teaching practice. |
|--|-----------------------------------|---------------------------|--------------------------------|
| <p>Create one S.M.A.R.T.I.E. goal in each column.</p> <ul style="list-style-type: none"> • Is your goal Specific? <i>A general goal is, "Get in shape." A specific goal is, "Join a gym and work out 3 days a week."</i> • Is it Measurable? <i>Ask yourself, how will I know if I have accomplished it?</i> • Is it Attainable? <i>Begin to see ways you can attain your goal and recognize opportunities that bring you closer to reaching your goal.</i> • Is it Realistic? <i>Do you truly believe you can accomplish it?</i> • Is it Timely? <i>Your goal should be time-bound; otherwise, there is no urgency to complete it.</i> • Is it Inclusive? <i>How can you bring traditionally marginalized people, particularly those most impacted, into processes, activities, and policymaking in a way that shares power?</i> • Is it Equitable? <i>Does your goal seek to address systemic injustice, inequity, or oppression?</i> | | | |
| <p>Decide on a plan for each goal. <i>Determine strategies/activities to help you accomplish your goal. (find a mentor, do professional reading, keep a journal/log of your activities, get involved with a professional organization, learn new technology, etc.)</i></p> | | | |
| <p>Evaluate each plan. <i>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?</i></p> | | | |
| <p>Identify next steps. <i>What will you do to meet your goal? Is it achievable? What should you prioritize first? Have you addressed potential barriers?</i></p> | | | |
| <p>Determine a timeline. <i>What is a realistic target date(s) to reach your goal?</i></p> | | | |