



The Wisconsin Registry Preschool Credential Portfolio Companion Guide

Preparing your
Portfolio:
Companion Guide

2018

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

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Authenticity Statement

Insert the completed statement as the second page of your portfolio. This may be scanned for insertion in an electronic portfolio.

I _____ am presenting this portfolio in this month
of _____ year of _____ and I attest that this is my
original work, or I have cited where applicable.

Signature

Date

Types of Observation Methods

1. **Running Records – ‘Play by Play’, factual (objective) account of what the child does as the child is doing it.** Times are included to help determine the amount of time spent at each activity. For example, “9:05 Joe is sitting cross-legged on the floor playing with Legos. He uses his left hand to hold the tower and his right hand to add new pieces. He is not talking, but has a stern and serious look on his face. 9:08 Todd walks by and asks 3 times if he can play too (“Hey, can I play?”). Joe does not respond. He looks around him for more Lego pieces. 9:10 Todd kicks Joe’s tower. Joe jumps up and hits Todd’s back with his right hand. He grunts but doesn’t make intelligible words. He sits back down amid the Lego pieces, mumbling and reassembling them.
2. **Anecdotal Records – Objective written record of a significant incident/event including a description of observed behaviors and direct quotes.** For example, “Joe played with the Legos this morning and had an incident of hitting Todd once after Todd knocked down his tower. He then went back to play with the Legos, this time building something low that couldn’t be knocked over.”
3. **Time Samples – Keeping track of what occurs at designated intervals.** For example, you may want to track the type of activities a child is engaged in so every half hour, you make a note: 9:00-Legos alone; 9:30-trucks with two peers; 10:00-art table with same peers; 10:30 Legos alone...
4. **Event Samples – Monitoring a single event that may be problematic, tracking the specifics of just that event.** For example, toileting or a bedtime routine might be causing problems, so you would write down everything that seemed to be happening during only that event. Or maybe the child has temper tantrums and you decide to simply record the time and place of each tantrum – nothing else, just that event. This helps determine patterns that support or deter from achieving goals
5. **Checklists – Formal lists of specific behaviors that may indicate certain tendencies.** For example, pediatricians will usually send home a series of checklists for the parents, teachers, and child care staff to complete to help determine if a child has ADHD. In order for a condition to be present, it needs to occur in all 3 areas of the child’s life. Teachers and School Psychologists also use checklists/surveys to rate behavior or other areas they may be working on.
6. **Interviews – In this situation, you would have a list of questions prepared related to specific issues and then meet with someone who knows the child well enough to answer the questions accurately** (parent, teacher, sibling, caregiver, etc.) Interviews are frequently conducted in conjunction with checklist questionnaires. The checklist is completed first, and then a follow-up interview is held to discuss the results.

Observation Notes

Date & Time _____ Number of Children Present _____

Name of Child Observed _____

Focus of Observation _____

Observation

Developmental Domain Observed

Analysis

Learning Experience Plan

Your Name:														
Name of Learning Experience:		Ages of Children:												
Type of Learning Experience: (check all that apply) <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input type="radio"/> Creative Art</td> <td style="width: 33%;"><input type="radio"/> Social Studies</td> <td style="width: 33%;"><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		
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Learning Experience Presentation Type: (check one) <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input type="radio"/> Large Group—all children participating at the same time</td> <td style="width: 33%;"><input type="radio"/> Small Group—a portion of the children participating at the same time</td> <td style="width: 33%;"><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									
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Number of children participating at the same time:														
Child development skills necessary for the children’s success when participating:														
1. 2.														
This learning experience has been planned to stress the following WMELS performance standards:														
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 cooperating teacher <input type="radio"/> I am providing the following: 														

Teacher preparation needed *before* activity presentation, i.e. mixing paint, cutting paper, construction of flannel board characters, etc.

Teaching Sequence of the Learning Experience

Set-up and arrangement of materials and equipment

Transition Planning: Describe how the children will transition *into* 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 art work be placed?)

Transition Planning: Describe how the children will transition *out of* 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.?			
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Strengths You Observe</td> <td style="width: 50%;">Areas for Improvement You Observe</td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table>	Strengths You Observe	Areas for Improvement You Observe	
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.?			
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Strengths You Observe</td> <td style="width: 50%;">Areas for Improvement You Observe</td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table>	Strengths You Observe	Areas for Improvement You Observe	
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.?			
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Strengths You Observe</td> <td style="width: 50%;">Areas for Improvement You Observe</td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table>	Strengths You Observe	Areas for Improvement You Observe	
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.?			
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Strengths You Observe</td> <td style="width: 50%;">Areas for Improvement You Observe</td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table>	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 _____

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: Observation and Assessment of Child Development

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

Describe the assessment tools you use. How do you obtain information on all areas of children's development and learning in each domain? How do you use developmental checklists, screening tools, observations, and/or child portfolios that are aligned with WMELS to **analyze and identify child's current level of development across domains**?

Describe how you **document children's behavior**. How does this process differ from conducting regular observations of each child? How do you include written observations, notes and analysis of child development?

Describe how you use what you know about children's social relationships, interests, ideas, and skills to **tailor learning opportunities** for groups and individuals. How do you analyze **observations to guide you in planning** for curriculum activities?

Give examples of how you use your knowledge of individual children to modify strategies and materials to enhance children's learning. Describe a situation when you **adapted an activity for different children** based on their interests or reactions.

Describe what you do to assess the developmental progress of each child across all domains and how would you share information with a child's family. How would you **track child's progress at regular intervals**? How often do you think **conferences** should be held with families to discuss their child's development?

Self-Assessment: Health, Safety, and Nutrition (Page 1 of 2)

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

Describe how you supervise children adequately—by **positioning self** to see as many children as possible, how you are aware of children’s location always, how you monitor by sound when children may be out of visual range (as when using the toilet, etc.).

Describe the **child tracking procedures** you use when moving from one location to another (as in when going from classroom to outdoor play area).

Describe your use of proper **hand-washing procedures**—list the times when you wash your own hands and when you assist children in washing their hands.

Describe a schedule for **cleaning and sanitizing** and what it means to use **universal precautions**—*including cleaning and sanitizing of surfaces, use of gloves and barriers to minimize contact with body fluids, cleaning spills as they occur, cleaning and sanitizing toys that have been mouthed or exposed to body fluids.*

Describe your process for being aware of children’s **special health care needs**, nutrition needs or allergies, etc. Do you conduct daily health checks as children arrive? If yes, what do you look for? If no, why not?

Describe the process for **administering medication** or applying sunscreen or other products. What do you do to follow licensing requirements for administering and logging?

Self-Assessment: Health, Safety, and Nutrition Continued (page 2 of 2)

Give some examples of how you use care routines such as toileting, meal and nap routines as **opportunities to build relationships, language, concepts** (*food classification, nutrition, healthy living, manners, etc.*) **and to build child's self-awareness, social interaction and self-help skills.**

Describe what you do **during meal/snack times**. Do you sit with children and promote children's feeding skills and social interactions? If yes, how do you? If no, why not?

Describe what you do to **handle and serve food** using proper safety precautions and sanitary techniques.

Describe the **clean-up routine**—how do you encourage children to participate in daily clean up and maintenance of the classroom?

Describe the **toileting routine**—how do you help children use the toilet following good health and hygiene practices?

Describe the **nap time routine**—what do you do to follow licensing regulations and meet children's need for rest? What do you do if a child does not sleep at nap time?

Self-Assessment: Guidance (Page 1 of 3)

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

Give an example of a situation when you were dealing with a child's challenging behavior in the classroom and you **gathered input from the child's family** on the child's behavior at home and their goals for the child. Describe the process you used to gather information from families on their observations of their child's behavior at home. Do you use their input to contribute to the assessment process?

Give an example of a time when you **noticed patterns in a child's challenging behaviors** to help you develop effective, consistent, and individualized responses.

Give an example of a time when you were dealing with a child's challenging behavior. What need, or desired result was the child expressing through the behavior? How do you use observation and analysis to identify **the function of the child's behavior**?

Give an example of a child's challenging behavior and how you considered the **child's temperament, abilities, home life and progress** to help you develop effective strategies to guide the child.

Self-Assessment: Guidance Continued (Page 2 of 3)

Give an example of a **specific situation** when you had a child with a challenging behavior, and you recognized **how the room environment and child's level of social skills contributed to the behavior**. *Describe how you focused on teaching the child social, communication, and emotional regulation skills and used environmental modifications, activity modifications, adult or peer support, and other teaching strategies to support the child's appropriate behavior.*

Give examples of how you **express warmth** through behaviors such as physical affection, eye contact, tone of voice, and smiles and create a **positive emotional climate** as reflected in behaviors such as frequent social conversations, joint laughter, and affection.

Give examples of how you function as a **secure base** for children, responding promptly in developmentally appropriate ways to children's positive initiations, negative emotions, and feelings of hurt and fear by providing comfort, supports and assistance.

Describe how you establish and convey to children clear and consistent **classroom rules and expectations**.

Give examples of how you promote pro-social behavior **by interacting in a respectful manner** with all staff and children.

Self-Assessment: Guidance Continued (Page 3 of 3)

Give examples of how you promote pro-social behavior by **modeling turn taking and sharing** as well as caring behaviors, and helping children negotiate their interactions with one another and with shared materials.

Give examples of how you promote pro-social behavior by helping children **use language to communicate their needs** and **encouraging children to listen to one another** and encouraging and helping children to provide comfort when others are sad or distressed.

Give an example of a situation when you **assisted children in resolving conflicts** by helping them identify feelings, describe problems, and try alternative solutions. Give examples of how you plan varied opportunities for children **to recognize and name their own and other's feelings**.

Give an example of a situation when you **helped children practice regulation of their emotions, behavior and attention** by guiding and supporting children to persist when frustrated, gain control of physical impulses, express negative emotions in ways that do not harm others or themselves, and play cooperatively with other children.

Describe how you use positive guidance strategies. Describe what you consider to be inappropriate **physical punishment** and use of **threats or derogatory remarks**, as a form of discipline.

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

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

Give examples of how the environment provides for children's **safety** while being appropriately challenging – *in good repair, age appropriate, addresses the range of abilities of children in room, no safety hazards, etc.*

Give examples of how the environment is **rich in variety** to encourage exploration, experimentation, and discovery – *mix of open-ended and self-correcting, cause & effect, sensory appeal, construction, dramatic play, etc.* Give examples of situations that show you are **attentive to children** during outdoor and indoor time and promote their exploration and discovery.

Give examples of how you and the environment provide varied opportunities to promote **sensory exploration, creative expression, and fine motor** learning – *varying textures and materials (not all plastic), sand, water, art materials, writing implements, and opportunities to practice a range of manipulative skills.* Are a variety of **art tools accessible** to children? List the tools that are regularly available to the children.

Give examples of how the indoor and outdoor environment promotes **gross motor** skill practice – *space and equipment to stimulate a variety of skills, enhance sensory-motor integration, and develop controlled movement (balance, strength, coordination).* How is the YoungStar criteria for a **minimum of 60 minutes** of physical activity met daily?

Self-Assessment: Developmentally Appropriate Preschool Environments Continued (Page 2 of 4)

Give examples of how the environment promotes **pretend play** and **interaction between children** - *promotes communication (toy phone) and cooperation to operate (see-saw), and a variety of pretend play props, spaces divided by low shelves for partner play, etc.*

Give examples of how the environment is arranged to support **independent use** – *low, open shelves, bins or baskets, etc.* Are there **picture/word labels** so children know where to find and put away materials?

Give examples of how **materials can be rotated** to reflect changing curriculum and to accommodate new interests and skill levels. Is there storage space in the center with materials to rotate into and out of room? Give examples of how the materials are in **sufficient quantities** to occupy every child in activities that meet his or her needs.

Give examples of how you have or might add or adapt materials to **accommodate** a child's special needs.

Give examples of how the environment has sufficient **soft elements** to provide comfort and responsiveness – *pillows, mats, couch, etc.* Give examples of how the indoor environment has protected places for children to **play individually**- *defensible spaces to be alone.*

Self-Assessment: Developmentally Appropriate Preschool Environments Continued (Page 3 of 4)

Give examples of some play/learning **materials that you created** – *made from variety of “found” natural, or “real” materials, or created to support curriculum topics.*

Give examples of individual **space for each child’s belongings** in the indoor environment – *individual hooks for each child’s coat/backpack, a separate area to store extra clothing, children’s things are individually stored to support organized access and independence.*

Give examples of how the indoor environment has places for children to be **all together** – *large open rug area, tables and chairs to sit together for meals, etc.*

Give examples of how you could support multiple and varied **opportunities to write** for children. Are writing materials and activities **readily available** in art, dramatic play, and other learning centers? Do children have access to the **alphabet** (e.g., displayed at eye level or on laminated cards) and **to printed words** about topics of current interest?

Give examples of space that is **divided into areas** in the indoor environment. How could you better supply and organize areas to support play and learning? Describe what **pathways** are between areas for children to move around without disturbing other children. Describe how you **can see children** in all areas of room.

Self-Assessment: Developmentally Appropriate Preschool Environments Continued (Page 4 of 4)

Give examples of ways to moderate or **minimize visual and auditory stimulation** in the indoor environment – *window shades, curtains, dimmers, sound absorbing materials, etc.*

Give examples of places for **displaying children’s work** in the indoor environment – *artwork on walls or shelves, photos of activities, work samples, etc.*

Give examples of how the indoor environment has defined **spaces for families** to sign in and out, gather information about child’s day – *parent info board with schedule posted, curriculum activities, parent pockets or bins for notes, daily care sheets, clipboards, child notebooks, place to sit and write or for child to dress/undress, etc.*

Does the room have comfortable **adult sized places to sit** while interacting with children during play, routines and teacher guided activities? Describe them. Give examples of how the indoor environment has equipment such as tables and chairs that are **sized to the children using them** – *children’s feet touch floor and table top is about mid chest height, climbers not too big or too small for children.*

Give examples of how the outdoor play space has equipment that is **designed for age and abilities** of children using it.

Self-Assessment: Preschool Teaching Practices (Page 1 of 3)

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

Describe how your curriculum plans reflect an emphasis on **play-based learning**.

Describe how you support ample **time for child-directed play and child choice** of play materials.

Give examples of how you **join children in learning centers** during play/work time to extend and deepen children's learning and model play and prosocial skills.

Give examples of situations when you supported children's **social play skills** by helping them enter in to, sustain, and enhance play with peers.

Give examples of how you lead varied opportunities to help children **learn physical games** with rules and structure, stimulate a variety of skills, enhance sensory-motor integration and development of controlled movement (balance, strength, coordination. How is the YoungStar criteria for 15 minutes of **teacher-led activities** met?

Self-Assessment: Preschool Teaching Practices (Page 2 of 3)

Give examples of how you support varied opportunities for children to **develop a sense of competence and positive attitudes** toward learning, such as persistence, engagement, curiosity, and mastery.

Give examples of how you plan varied opportunities for children to develop **communication and vocabulary** by responding to questions, communicating needs, thoughts, and experiences, describing things and events, conversations, and experiences such as field trips.

Give examples of how you support the development and maintenance of the **child's home language** whenever possible. Do you try to learn familiar words, terms or phrases in child's language? Are there opportunities for children to see other languages in print?

Give examples of how you **model functional use of writing** and help children to discuss the many ways writing is used in daily life. Do you give children **daily opportunities to write** or dictate their ideas? Do you give children **assistance in writing** the words and messages they are trying to communicate? Do you support various types of writing, including **scribbling, letter-like marks, and developmental spelling**?

How often and when do you **read books** children? Give examples of how you engage in conversations that help children **understand the content** of the book.

Self-Assessment: Preschool Teaching Practices (Page 3 of 3)

Give examples of how you can support children to explore books on their own and provide places that are conducive to the **quiet enjoyment of books**. Describe how children have access to a **variety of book types**, including storybooks, factual books, books with rhymes, alphabet books, and wordless books.

Give examples of how you can support opportunities for children to **become familiar with print and connect it to spoken words** by making print accessible throughout the classroom. Are items belonging to a child labeled with his or her name? Are materials labeled? Do you have print posters to describe some rules and routines?

Describe when and how you use **rhymes, poems, songs and finger plays**. Give examples of how you support multiple and varied opportunities to develop **phonological awareness** with children, including syllables, word families, and phonemes, helping to **identify letters and the sounds** they represent, to recognize and produce words that have the same beginning or ending sounds, and supporting children's self-initiated efforts to write letters that represent the sounds of words.

Give examples of how you support varied opportunities for children to gain an appreciation of, and to learn new concepts and vocabulary, and **express themselves creatively** in ways that reflect diversity through **art, music, drama and dance** activities.

Self-Assessment: Diversity (Page 1 of 2)

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

Give examples of situations that show you treat all children with **equal respect and consideration**.

Give examples of situations where you offer activities and talk to children to build **positive self-identity and valuing of differences** in children.

Give examples of situations where you are aware of and **avoid using stereotypes** in language references – *firefighter instead of fireman, etc.*

Give an example of a situation where you did or would **intervene** when children might **tease or reject others**.

Give some examples of what you would consider to be **stereotypical language or bias** toward or against a child or group, and how you might respond if you saw or heard these from adults or children in your classroom.

Self-Assessment: Diversity Continued (Page 2 of 2)

Describe the materials provided in the preschool environment to address a **range of diversity** (dolls, play props, books, pictures, posters, play food, clothing items, etc.) Explain how the materials reflect the lives of the children and families in your program as well as the diversity found in society, including gender, age, language, and abilities – *no stereotypical representations (images of members of ethnic groups in only traditional garb or only females in nurturing roles, only males as construction workers or doctors, etc.), reflect range of diversity, especially children and families in the program.* Give examples of materials that could be added.

Self-Assessment: Professionalism

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

How does following state licensing regulations relate to **professionalism**?

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.

Describe how you could **advocate for developmentally appropriate best practices** in your program.

Describe how you could **communicate and cooperate 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. (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.

What excites you MOST about your job? What are you passionate about? How does your passion contribute to the field of early care and education?

What challenges are you currently facing in your work in the field of early care and education?

What new insights did you gain from discussions and activities during the credential course work? Identify ways you can use these new ideas and processes in your teaching practices.

What other ideas do you want to consider, think about more, or explore that will benefit you as a professional?

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

The Wisconsin Registry Preschool Credential Portfolio Companion 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. 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> 			
<p>Decide on a plan for each goal. <i>Determine strategies/activities to help you accomplish your goal. (i.e. find a mentor to work with you, do professional reading, keep a journal or log of your activities, get involved with a professional organization, learn to use new technology, etc.)</i></p>			
<p>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? What should you prioritize first? Are your next steps achievable? Have you addressed any potential barriers?</i></p>			
<p>Determine a timeline. <i>What is a realistic target date(s) to reach your goal?</i></p>			