



The Registry Afterschool & Youth Development Credential

Preparing your
Portfolio

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2908 Marketplace Drive #103 | Fitchburg, Wisconsin 53719

www.the-registry.org

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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. This is packaged in a 3-ring binder or 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.
- Utilize self-reflective skills to advance and plan for future professional development.
- Validate your competency within the field as a professional.

Although each portfolio will be unique, there are specific requirements that must be met to complete a Registry Credential. Your portfolio is a compilation of your best work from the following four credential courses:

- Course 1: Foundations in Afterschool and Youth Development
- Course 2: Engaging Youth in Group Settings
- Course 3: Intentionality in Programming
- Credential Capstone: Course 4: Site Programming and Operations

Course 1 must be completed first and the Capstone course must be taken last. Courses 2 and 3 may be taken in any order.

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.

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Overall Composition and Required Sequence of Your Portfolio

It is highly recommended that the portfolio be completed electronically, however you may elect to create a type written document presented in a three-ring binder format.

- 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 to YouTube for Commissioner viewing. Tutorials on how to safely post a video to YouTube are found in the Student Commission Toolkit. **Do not send them 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.

When creating an electronic portfolio, check with your Capstone instructor for the e-Portfolio program used by the college. Examples of e-Portfolio sites include:

- LiveBinders (<http://www.livebinders.com>)
- Google Sites (<https://sites.google.com/site/eportfolioapps/>)

As a precaution, back up ALL your documents onto a secure drive (flash drive, etc). The electronic portfolio 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. While certain content is required, individuals have a great deal of flexibility and creativity in making portfolios attractive, but the content of what you choose to include is more important as it demonstrates the range and depth of your knowledge and skills. Written 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 avoid sending sensitive personal or financial documents within your e-Portfolio for confidentiality reasons. Instead, send any confidential documents in a separate email to the Commissioner.

Your portfolio must be put together in the sequence indicated below.

- The candidate's 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 use tabs for each section and category of an e-Portfolio or dividers/tabs between each section and content area of a physical binder.
- Content areas must be in the required sequence.
- Each content area must include a rationale and work sample.
- Strive to make your portfolio creative and attractive with written work that is clear, legible, descriptive, grammatically correct, and without spelling errors.

SECTION 1: Introductory Section

1. Candidate Name and Contact Information

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2. Authenticity Statement
3. Autobiography
4. Philosophy Statement
5. Resume
6. Optional Items to illustrate Professional Contributions

SECTION 2: Content Knowledge Areas

- A. Child/Youth Growth and Development
- B. Learning Environments and Curriculum
- C. Youth Observation and Assessment
- D. Interactions with Children and Youth
- E. Youth Engagement
- F. Cultural Competency and Responsiveness
- G. Family/School and Community Relationships
- H. Safety and Wellness
- I. Program Planning and Development
- J. Professional Development and Leadership

Contents of Your Portfolio

Section 1

The Introductory Section must include the following five (5) items:

1. Name and Contact Information (1 page)
2. Autobiography—reflect the life experiences that influenced you to pursue a career in school age care. 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).
3. Personal Philosophy Statement (1 page) on what it is you value about your role as a school-age practitioner (*see below for guidelines*)
4. Professional Resume
5. Authenticity Statement (*included on page 32*)
6. **Optional: A maximum** of two professional samples, such as professional recognition awards and/or documentation of professional training.

Guidelines to assist you in writing your Personal Philosophy Statement

Reflect and write an informed response to the following questions to guide you in identifying your program philosophy and goals. *Reference work completed in Credential Courses 1 & 3.*

1. My philosophy of the value of an afterschool/out-of-school program.
 - a. This is what I value about working with school-age youth.
 - b. This is what I believe is important for nurturing their growth and development.
2. Important practices in my school-age program.
3. My goals
 - a. For school-age youth are _____.
 - b. For families are _____.
 - c. For funders and sponsors are _____.

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Section 2

The ten (10) portfolio content knowledge areas of the Afterschool and Youth Development Credential are based on the ten content areas identified in the *National Afterschool Association: Core Knowledge and Competencies for Afterschool and Youth Development Professionals*. <http://naaweb.org/resources/core-competencies> Each content knowledge area will require a portfolio work sample from the work completed in one of the four credential courses. A rationale must be included reflecting on the learning journey you took in applying the knowledge and skills learned into practice.

Each content knowledge area must include the following:

- A rationale of each work sample you include, except for *Program Planning and Development* and *Professional Development and Leadership* which has required portfolio components.
- A carefully selected work sample that represents your best work and demonstrates your ability to integrate and apply the knowledge and skills you learned within your credential coursework into best practice.

Considerations for Portfolio Work Samples

- Work samples are of **your own work** related to school-age children.
- Each work sample should represent knowledge you have gained from the credential courses.
- Suggestions for possible work samples are in each content knowledge area description.
- Choose a sample of your work that fits the content knowledge area. This may be something you've developed previously, but it should reflect enhancements or revisions you've added because of your learning and growth throughout the credential courses.
- If the work sample is a form or letter or another document you created, you may wish to also include a description of the process you went through in developing the document.
 - Tell what the need was that brought you to create the form/letter.
 - Describe the decisions made in its development, who you worked with, what choices were considered and why the choices were made.
 - You might also describe the impact or effect of the form or letter. Was it successful? When using it, does it achieve the desired results? How do you know?
 - In the description, explain the sample in detail to a reader who has never seen it before. Give a description that offers a better understanding of the item than just by looking at the sample alone.
- It is the student's responsibility to provide media samples in a format that is easily accessible to both your instructor and Registry Commissioner.

Rationales for Your Portfolio Work Samples

- 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.
- Your rationale must:
 1. Be no more than one page. If you have written more than one page, consider putting some of the information in the description which is part of the sample.

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2. Be concise or as brief as possible when completing 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.

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, requirements of the category will not be fully met.

Some options to maintain confidentiality are as follows:

- Obtain written permission signed by child's parent or guardian. Do not include it in the portfolio, but you must have it available to show the Commissioner upon request. Include the verification form that states that you have signed permission to use the child's photo, video or observation records.
- Use photos that do not reveal a child's face or use a sticker to obscure the child's identity.
- Mark out or change a child's name or identifying information from the text, email or other form of documentation.

Child/Youth Growth and Development

NAA Content Area 1: Knows the typical benchmarks for growth and development and uses this knowledge to provide a program that meets the multiple needs of children and youth.

Rationale: The growth and development of a child or youth is optimized when afterschool and youth development professionals know and apply the fundamental principles of human development. Understanding the benchmarks for child and youth growth and development as well as individual and developmental variations, including cultural differences and special needs enables the afterschool professional to develop healthy relationships with each child and youth that supports his/her development and learning. It enables the professional to design activities and environments that encompass developmentally appropriate practices, establish foundations for future growth, and engage young people in building social skills and knowledge. By integrating current knowledge about development and learning into their daily practice, afterschool professionals provide beneficial interactions and experiences for children in a safe, nurturing, and challenging learning environment.

NAA Core Competencies Addressed—*Level 1:* a, b, c, d, e, f; *Level 2:* a, b, c; *Level 3:* a, b, c; *Level 4:* a, b; *Level 5:* a

National Afterschool Association. (2011). [Core Knowledge and Competencies for Afterschool and Youth Development Professionals]. Retrieved from http://naaweb.org/images/pdf/NAA_Final_Print.pdf

Examples of supporting portfolio work samples are:

- From the *School Age Principles of Development and Learning*, review each of the principles and discuss how your understanding of these concepts is used to guide your practice
- What factors influence your understanding of developmentally appropriate practice?
- Children are influenced by many factors including heredity, environment and how the child responds to these factors. What of these can you influence and give examples of how you influence?
- Observe at least two different age children in a school age program (multiple observations over a minimum of a week) and complete the *Developmental profile (downloadable form provided)* that contains the following:
 - Examples of physical skills
 - Examples of how the child relates to peers, and includes dialogue whenever possible.
 - Examples of decision-making, problem solving, and conflict situations.
 - What evidence do you see of the child's developing self-identity and give an example of the child's expression of feelings or emotions, his/her level of success.

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Suggested rationale for this content area:

My work sample for Child/Youth Growth and Development is _____.

It fits this content knowledge area because _____ (explain how and why *this work sample fits the content knowledge area.*)

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 content knowledge area, not the work sample, and how you have applied the knowledge you have gained.)

My sample shows my knowledge of child/youth growth and development to facilitate positive development of school age children by _____ (describe.)

Learning Environments and Curriculum

NAA Content Area 2: Creates a high-quality learning environment and implements age-appropriate curricula and program activities.

Rationale: Afterschool and youth development professionals provide critical supports for children, youth, and families by fostering positive growth through social interactions, stimulating physical environments, and enriching intellectual opportunities. They understand and utilize strategies that are characteristic of high-quality environments such as consistent schedules and routines, transition activities for moving from one activity or place to another, offering interesting materials and activities appropriate to the age group, and arranging the space to enhance learning. They know and understand how to implement a variety of developmentally appropriate curriculum models to promote physical, social, emotional, and cognitive development, communication skills, and creative expression. Children benefit from high-quality experiences and environments in immeasurable ways, including improved self-esteem and personal control, better life skills, enhanced communication between peers and within families, a genuine sense of purpose, a deeper understanding of diversity, and advancement in developmental outcomes and academic achievement.

NAA Core Competencies Addressed

- Creating a Developmentally Appropriate Learning Environment and Curriculum—*Level 1:* a, b, c, d, e; *Level 2:* a, b, c; *Level 3:* a, b, c; *Level 4:* a, b, c
- Promoting, Physical, Social/Emotional, and Cognitive Development—*Level 1:* a, b, c, d, e, f, g, h, i; *Level 2:* a, b, c, d; *Level 3:* a, b, c, d, e
- Promoting Language and Communication Development—*Level 1:* a, b, c; *Level 2:* a, b; *Level 3:* a
- Promoting Creative Expression—*Level 1:* a, b, c; *Level 2:* a, b, c; *Level 3:* a, b, c, d

National Afterschool Association. (2011). [Core Knowledge and Competencies for Afterschool and Youth Development Professionals]. Retrieved from http://naaweb.org/images/pdf/NAA_Final_Print.pdf

Examples of supporting portfolio work samples are:

- Using the activity template provided in Course 1, complete one weekly lesson plan that includes at least 5 activity plans that provide activities that address the primary learning domains identified in the WAN platform.
- Create a resource list of at least 20 websites that provide activities—include science, math, geography, cultural, literacy, physical activities, health, and service learning. Select one website to evaluate for: DAP, how engaging are the activities, are website resources free and easily downloadable, do they have a goal or relate to a learning standard, how complete and easy to follow are the instructions.
- Using the list of interest areas with materials and equipment provided in Course 1, complete an inventory of your program and determine how many of the interest areas your program provides and materials you have in each of the areas. What additional materials/equipment are provided or missing? Using current space of your program, design the physical environment to accommodate all program activities and provide a welcoming, attractive comfortable environment for the children. If your program is in shared space, take into consideration storage and the need for mobile storage and portable furnishings. (*photos and video of program space may be used*)

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- Observe the children in your program as a group and note what is working well, what is not working well, and develop a daily schedule to meet the children's needs, taking into consideration effective transitions. Include an explanation of your daily schedule, the placement of the activities, and the specific reason for transitions.

Suggested rationale for this content area:

My work sample for Learning Environments and Curriculum is _____.

It fits this content knowledge area because _____ (explain how and why *this work sample fits the content knowledge area.*)

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 content knowledge area, not the work sample, and how you have applied the knowledge you have gained.)

My sample shows my knowledge of how to meet the developmentally appropriate needs of school age children through enriched learning opportunities and a stimulating environment by _____ (describe.)

Youth Observation and Assessment

NAA Content Area 3: Understands and applies observation and assessment techniques and tools to meet individual needs.

Rationale: Systematic observations, documentation, and other effective and appropriate assessment strategies—in partnership with families and other professionals serving the same children—positively impact the development and learning of children and youth. Well-prepared practitioners understand the goals, benefits, and uses of individual observation and assessment. They know how to use information gathered from these tools and techniques to adapt the program to meet the needs of each child and youth. This may include learning more about children’s unique qualities, developing appropriate goals and plans, making referrals as appropriate, and implementing and evaluating effective curriculum.

NAA Core Competencies Addressed—*Level 1*: a, b, c, d; *Level 2*: a, b; *Level 3*: a, b, c, d

National Afterschool Association. (2011). [Core Knowledge and Competencies for Afterschool and Youth Development Professionals]. Retrieved from http://naaweb.org/images/pdf/NAA_Final_Print.pdf

Examples of supporting portfolio work samples are:

- Use at least three different techniques/tools for documenting observations and critique their effectiveness for different situations and evaluate which are easiest for you to use and why.
- Use the *Observation Notes (downloadable form provided)* over at least a 3-week period. Complete three separate observations and document your follow-up response.
- Using your observation conducted over at least a one-month period of time, develop a more complete picture of either a program component that you wish to change or a child within your program that you would like to build a stronger relationship with and determine strategies for changes.

Suggested rationale for this content area:

My work sample for Youth Observation and Assessment is _____.

It fits this content knowledge area because _____ (explain how and why *this work sample fits the content knowledge area.*)

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 content knowledge area, not the work sample, and how you have applied the knowledge you have gained.)

My sample shows my knowledge of how to objectively observe school age children and use the information gained through observation to evaluate child development and/or my own teaching effectiveness by _____ (describe.)

Interactions with Children and Youth

NAA Content Area 4: Recognizes the importance of relationships and communication in the practice of quality child and youth care, and implements guidance techniques and strategies to support children and youth individually and in group experiences to develop self-regulation, self-concept, coping mechanisms, and positive interactions with their peers and adults.

Rationale: Afterschool and youth development professionals recognize the critical importance of relationships and communication in the practice of quality child and youth care. Practitioners have realistic and developmentally appropriate expectations regarding the behavior of children and youth, and understand developmentally appropriate guidance techniques. They are aware of factors that may impact behavior and implement strategies to support children and youth individually and in group experiences to develop self-regulation, self-concept, coping mechanisms, and positive interactions with their peers and adults.

NAA Core Competencies Addressed

- Providing Individual Guidance—*Level 1: a, b, c; Level 2: a, b; Level 3: a, b, c*
- Enhancing Group Experiences—*Level 1: a, b, c; Level 2: a, b, c, d; Level 3: a, b, c; Level 4: a, b, c*

National Afterschool Association. (2011). [Core Knowledge and Competencies for Afterschool and Youth Development Professionals]. Retrieved from http://naaweb.org/images/pdf/NAA_Final_Print.pdf

Examples of supporting portfolio work samples are:

- Using the *Behavior Guidance Experience* (form provided) process at least two behavior situation you were directly involved in. Describe in as much detail as possible what happened and then process the results. Don't be afraid to use a situation that you wish could have been a "do-over."
- Using the Haim Ginott quote (*found on page 137 of **Half a Childhood***) write a reflective piece on your role and responsibilities in guiding behavior and how your attitude and responses can either support or hinder the outcomes. Give examples.
- Identify the behavior guidance strategies/systems used in your program and discuss the advantages and disadvantages and any modifications you would recommend.

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Suggested rationale for this content area:

My work sample for Interactions with Children and Youth is _____.

It fits this content knowledge area because _____ (explain how and why *this work sample fits the content knowledge area.*)

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 content knowledge area, not the work sample, and how you have applied the knowledge you have gained.)

My sample shows my knowledge of how to guide school age children in ways that promote self-regulation and is sensitive to family culture, values, and individual difference by _____ (describe.)

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Youth Engagement

NAA Content Area 5: Acts in partnership with children and youth to foster appropriate child and youth leadership and voice.

Rationale: Youth engagement is both a goal and a practice through which young people gain the knowledge and skills that support their ability to create change in their lives and the world in which they live. Afterschool and youth development professionals work with children and youth to cultivate personal, cultural, social, or institutional relationships through supporting child-and youth-led efforts, creating partnerships and providing formal and informal mentoring. This includes fostering appropriate child and youth leadership and seeking out child and youth voice. Youth engagement is important at all age levels but will look different depending on participants' ages and developmental stages.

NAA Core Competencies Addressed—*Level 1: a, b, c; Level 2: a, b, c, d, e, f*

National Afterschool Association. (2011). [Core Knowledge and Competencies for Afterschool and Youth Development Professionals]. Retrieved from http://naaweb.org/images/pdf/NAA_Final_Print.pdf

Examples of supporting portfolio work samples are:

- Compare and contrast youth at two different ages as to effective ways children are directly involved in program development and leadership roles.
- Explore the differences between community service and service learning and how could your program support these? What value does community service and service learning have for school age children?
- How could you incorporate service learning into your school age program? Include documentation and an explanation of your project.
- Conduct an analysis of group dynamics (sociogram) and how you would use this information in program design and development.
- Given characteristics and stages of group development, select three group games and activities that build skills that enhance group functioning that you have used and explain their effectiveness.

Suggested rationale for this content area:

My work sample for Youth Engagement is _____.

It fits this content knowledge area because _____ (explain how and why this work sample fits the content knowledge area.)

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 content knowledge area, not the work sample, and how you have applied the knowledge you have gained.)

My sample shows my knowledge of fostering youth engagement by _____ (describe.)

Cultural Competency and Responsiveness

NAA Content Area 6: Actively promotes respect for cultural diversity and creates an inclusive, welcoming, and respectful environment that embraces diversity.

Rationale: Culture is defined as the intersection of one’s national origin, religion, language, sexual orientation, socio-economic class, age, gender identity, race, ethnicity, and physical and developmental ability. Afterschool and youth development practitioners actively promote respects for and seek self-understanding of cultural diversity. They integrate current and relevant knowledge related to cultural diversity in developing respectful and effective relationships and developmental practice methods. Knowledge and skills are employed in planning, implementing and evaluating respectful programs, services, and workplaces. The development of complex, interconnected, and evolving cultural competencies on both personal and organizational levels requires dedication, cumulative and consistent work.

NAA Core Competencies Addressed—*Level 1: a, b, c; Level 2: a; Level 3: a; Level 4: a, b, c*

National Afterschool Association. (2011). [Core Knowledge and Competencies for Afterschool and Youth Development Professionals]. Retrieved from http://naaweb.org/images/pdf/NAA_Final_Print.pdf

Examples of supporting portfolio work samples are:

- Complete the accessibility checklist for your program. What changes could be made to improve accessibility?
- Within your community or region of the state, research the resources available to you and families to support children with special needs and make a list of these and literature from each to develop a resource file.
- As you explore diversity after reading *As Diversity Grows*, identify the diversity in your current program both in the children and the staff (look beyond race and religion) and discuss how this affects your programming.

Suggested rationale for this content area:

My work sample for Cultural Competency and Responsiveness is _____.

It fits this content knowledge area because _____ (explain how and why this work sample fits the content knowledge area.)

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 content knowledge area, not the work sample, and how you have applied the knowledge you have gained.)

My sample shows my cultural sensitivity and knowledge in cultural diversity as it relates to best practice with school age children by _____ (describe.)

Family, School and Community Relationships

NAA Content Area 7: Builds on respectful, reciprocal relationships across settings to promote optimal development for children, youth, and families and to enhance the quality of afterschool and youth services.

Rationale: Afterschool and youth development professionals understand that children and youth live and learn within a continuum of settings including their homes, schools and other learning environments during the school day, afterschool and youth development programs, and a variety of other community settings. Research indicates that successful afterschool programming depends on partnerships with families, schools and communities that are built upon ongoing, interactive communication and a commitment to confidentiality. Practitioners build on respectful, reciprocal relationships across settings to promote optimal development for children, youth and families to enhance the quality of afterschool and youth services. This includes implementing culturally competent practices, knowing about and connecting families to community resources, and taking advantage of opportunities for appropriate positive collaborations with other family, school and community services.

NAA Core Competencies Addressed

- Relationships with Families—*Level 1:* a, b, c, d, e, f; *Level 2:* a, b, c, d, e
- Partnerships with Community—*Level 1:* a, b; *Level 2:* a, b, c
- Partnerships with Schools—*Level 1:* a, b; *Level 2:* a, b, c

National Afterschool Association. (2011). [Core Knowledge and Competencies for Afterschool and Youth Development Professionals]. Retrieved from http://naaweb.org/images/pdf/NAA_Final_Print.pdf

Examples of supporting portfolio work samples are:

- What strategies has your program used to involve families? What has been the most effective and why?
- Plan a family gathering and document all the steps involved in the planning; the purpose and goals for the gathering, how the children were involved; the budget, the activities planned, the food, if any is served; the timeline and an evaluation; considerations to cultural sensitivity.
- Identify all the community partners engaged with your program and the role each plays. How are the children in your program engaged with the larger community? If your program engages volunteers, what are their responsibilities and what oversight is provided?
- Create a list of diverse community resources, services with contact information that can provide help to you or to the parents/children.
- Identify the relationship your program has with the school or schools the children attend. Identify the key personnel your program could work with and provide strategies for improving the link between the school(s) and your program.

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Suggested rationale for this content area:

My work sample for Family, School and Community Relationships is _____.

It fits this content knowledge area because _____ (explain how and why *this work sample fits the content knowledge area.*)

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 content knowledge area, not the work sample, and how you have applied the knowledge you have gained.)

My sample shows my ability to use culturally sensitive practices to develop a collaborative partnership with families, the school, and/or the community by _____ (describe.)

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Safety and Wellness

NAA Content Area 8: Ensures the safety and wellness of children and youth by implementing prevention, preparedness, and health and safety practices.

Rationale: The physical and emotional safety and wellness of young children and youth are vital for fostering development in all areas. Children and youth are better able to fully develop socially, emotionally, cognitively and physically when their health, safety and nutritional needs are met. Afterschool and youth development professionals ensure safety, promote sound health practices, recognize and respond to child abuse and neglect, and provide nutritional meals and snacks. They know and implement a broad array of prevention, preparedness, and health and safety practices. Practitioners communicate information regarding the health and safety of children and youth to families while maintaining confidentiality. Afterschool and youth development professionals—working in partnership with families, schools, and communities—have a key opportunity and responsibility to provide relationships, environments, and experiences for all children that guide them on a pathway toward lifelong health and well-being.

NAA Core Competencies Addressed

- Knowledge of Regulations—*Level 1:* a, b, c, d; *Level 2:* a, b, c
- Environmental Safety—*Level 1:* a, b; *Level 2:* a, b, c, d
- Health and Safety—*Level 1:* a, b, c, d, e, f, g; *Level 2:* a, b, c, d, e, f, g

National Afterschool Association. (2011). [Core Knowledge and Competencies for Afterschool and Youth Development Professionals]. Retrieved from http://naaweb.org/images/pdf/NAA_Final_Print.pdf

Examples of supporting portfolio work samples are:

- Using the DCF 251 regulations, complete the licensing scavenger hunt and compare results with the key provided. Are there areas you were not familiar with? How does your knowledge of regulation impact your practice?
- Using the new NAA Standards for Physical Activity and taking into consideration the increased national concern about childhood obesity, the rise in childhood illnesses such as diabetes, asthma and allergies, and decreased physical activity and outdoor recreation, discuss how your school age program can play a role in assuring the over-all health and well-being of children? Give specific examples.
- Prepare a sample menu for one week of snacks using the USDA guidelines and licensing requirements. This is an ideal snack menu (do not use one from your program site). Include the calorie and fat content as well as the nutritional value of items. Include at least one snack that the children prepare (*provide recipe*).

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Suggested rationale for this content area:

My work sample for Safety and Wellness is _____.

It fits this content knowledge area because _____ (explain how and why *this work sample fits the content knowledge area.*)

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 content knowledge area, not the work sample, and how you have applied the knowledge you have gained.)

My sample shows my knowledge of physical safety and wellness of school age children for lifelong health and well-being by _____ (describe.)

Program Planning and Development

NAA Content Area 9: Supports staff and serves as a role model around professional development plans by building healthy relationships with colleagues and families, providing developmentally appropriate practices, and connecting with and utilizing resources.

Rationale: Program managers understand planning, organizing, and implementing best business practices. Additionally, practitioners understand the importance of relationships and positive communication among colleagues, especially those working together to create a nurturing learning environment for all children and youth. Developing a shared understanding with staff and families of regulation, applicable laws, policies, staff supervision, and quality standards, as well as how to meet regulations and standards, is essential to quality environments for children. Management supports staff and serves as role models around professional development plans, building healthy relationships with colleagues and families, providing developmentally appropriate practices and connecting with and utilizing resources.

NAA Core Competencies Addressed

- Program Planning and Evaluation—*Level 1: a, b; Level 2: a, b, c; Level 3: a, b; Level 4: a*

National Afterschool Association. (2011). [Core Knowledge and Competencies for Afterschool and Youth Development Professionals]. Retrieved from http://naaweb.org/images/pdf/NAA_Final_Print.pdf

Required portfolio entries:

1. Program assessment

A number of tools are available for program assessment. Candidates may use any of the following that complements the program or agency with which they work:

- School-Age Care Environmental Rating Scale (SACERS)
- YPQA
- Program Quality Self-Assessment Tool (New York State Afterschool Network)
- YoungStar Self-Assessment Tool—School-Age Programs (available on the DCF YoungStar website.
- Wisconsin Continuous Improvement Process Quality Rubric (available to CLC grantees)
- *Half a Childhood* Program Checklist (pages 243-250)

2. Program improvement plan

- Based on the results of the program assessment, candidates will write an improvement plan for their program.

Professional Development and Leadership

NAA Content Area 10: Acts ethically, is committed to continuous learning, and advocates for best practices and policies for children and youth.

Rationale: Each afterschool and youth development professional is a member of a larger community of professional practice. Practitioners understand that their profession originates from a history and a core base of knowledge rooted in research that together serve as a foundation for the profession. Practitioner's behavior and actions must be grounded in a professional code of ethics and other professional standards related to their practice. The profession as a whole is elevated when each professional adopts the responsibilities of the profession regarding ethical behavior.

Practitioners are continuous, collaborative learners who demonstrate and share knowledge, reflect on and have a critical perspective of their work, and make informed decisions. When afterschool professionals are equipped with specialized education and training, and continue to learn and develop as professional they are better able to provide experiences and environments that support every aspect of children's growth and learning.

They are role models and advocates for best practices and policies, able to effectively communicate the importance of high-quality programming.

NAA Core Competencies Addressed

- Displaying Professionalism in Practice—*Level 1*: a, b, c, d; *Level 2*: a, b, c, d
- Ongoing Professional Growth—*Level 1*: a, b, c; *Level 2*: a, b, c

National Afterschool Association. (2011). [Core Knowledge and Competencies for Afterschool and Youth Development Professionals]. Retrieved from http://naaweb.org/images/pdf/NAA_Final_Print.pdf

Required portfolio entries:

1. Self-Assessment

- After reading the NAA Core Knowledge Competencies candidates will use the self-assessment tool to make a list of goals to strengthen their work with youth.
- Candidates will write a reflective, personal philosophy of their role as a positive teacher/mentor and how they have grown or what they have learned through the credential courses.

2. Professional Development plan

- Candidates will write a professional development plan including goals for 1, 5, and 20 years

The Registry Afterschool & Youth Development Credential

Receiving The Registry Afterschool and Youth Development Credential

When you have successfully completed the courses required for a Registry Credential and your portfolio is complete, the final requirement is to present your portfolio to a Registry Commissioner. The Commission process steps are explained below:

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

Request for Commission

Commissions will be convened throughout the state several times each year. Candidates who have completed all the course work and their portfolio/project may submit a completed *Registration for Commission* form to The Registry. In most cases, the instructor from your campus will schedule the Commission; however, you may join a scheduled Commission even if you are not part of a class. Visit <http://www.the-registry.org/Credentials/Commissions.aspx> 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 may be accessed at <http://www.the-registry.org/ResourceCenter/Credentials.aspx>

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

The 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 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.the-registry.org to apply online or download an application. We will verify your application has been submitted when we receive your *Registration for Commission* form.

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- **If you have applied but never received a Registry certificate because you were not eligible or your application was incomplete/unpaid:** You must submit a one-year renewal with the applicable renewal fee and any documentation that was missing previously. Visit our website at www.the-registry.org to renew online or download a membership 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 Registry will send you a payment receipt with your confirmation letter including the commission details. The commission fee covers the processing of the credential and administration of the commission system. If you are a T.E.A.C.H. scholarship recipient, contact your T.E.A.C.H. counselor for information on the reimbursement process. Visit <http://wisconsinearlychildhood.org/programs/teach> for more information.

The Registry Credential Commissioners

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

The Commission Process

Your portfolio/project must be received by the Registry Commissioner **at least ten (10) days prior** to the date of the commission for review. Please review the portfolio/project assessment form available at <http://www.the-registry.org/ResourceCenter/Credentials.aspx> to ensure you have included all the 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 Afterschool & Youth Development Credential changed you as a provider?
 - What does completing this credential mean to you?
 - What are you passionate about as it relates to afterschool and youth development?
 - How will you contribute to the afterschool and youth development field in the future?
2. **Individual Meeting with the Commissioner:** You will meet with the Registry Commissioner to complete the commission process. This is an opportunity for the Commissioner to ask you any questions s/he may have about your portfolio/project. The Commissioner will give you feedback and comments about your portfolio/project. You will be informed if you have successfully completed the commission during your individual meeting with the Commissioner. If your commission portfolio/project is incomplete, the Commissioner will advise you of what you will

The Registry Afterschool & Youth Development Credential

need to do to complete the portfolio/project. If you are asked to submit additional materials, you will submit them directly to the Commissioner by the deadline provided by the Commissioner. In the event the additional materials are not submitted as requested by the deadline, you will not pass the commission.

Awarding the Credential

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

- Received a Registry Career Level Certificate or submitted a complete application for membership. If your first-time application is put on “Incomplete” status, you will not receive your Credential Certificate until the necessary fee or information is received and the “Incomplete” status is resolved.
- Successfully completed the commission process.
- **Submitted Credential Course Documentation:** Please note that your credential **will not** be verified until The Registry receives a copy of an official transcript showing successful completion of all four credential courses. While photocopies of official transcripts are acceptable, documents printed from the Internet such as unofficial transcripts or grade reports are not. You must receive a C- or better in each course to be eligible for the credential.

Appeal Process

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

Graduation Celebration

This annual state-wide event celebrates your professional achievement. Information is available at <http://www.the-registry.org> or 608.222.1123.

Professional Development Reflection and Planning

Adapted from the New Vision Assessment

Reflections

Begin by thinking about your career and making specific statements about it. Use this tool to reflect on your professional satisfaction and growth.

1. What excites you MOST about your job?

2. What challenges are you currently facing in your work?

3. What would you CHANGE about your current position? If more than one, please prioritize.

4. List three job related areas you would like more information on

1.

2.

3.

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5. Which Professional Organizations are you currently involved in?

- | | |
|--|---|
| a. ____ Wisconsin Afterschool Association | g. ____ Wisconsin Family Child Care Association |
| b. ____ National Afterschool Association | h. ____ Local AEYC Affiliate |
| c. ____ Wisconsin Afterschool Network | i. ____ Local Family Child Care Support Group |
| d. ____ National Association for the Education of Young Children | j. ____ Other, please specify _____ |
| e. ____ Wisconsin Early Childhood Association | _____ |
| f. ____ Wisconsin Child Care Administrators Association | |

Of the NAA Content areas listed below, reflect on the areas that you do well and what areas you would like to experience growth in?

- Child/Youth Growth and Development

- Learning Environments and Curriculum

- Youth Observation and Assessment

- Interactions with Children and Youth

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- Youth Engagement
- Cultural Competency and Responsiveness
- Family/School and Community Relationships
- Safety and Wellness
- Program Planning and Development
- Professional Development and Leadership

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Professional Planning

Take some time now to look at the previous forms you just completed. Reflect on recurring strengths, area of improvement, interests, desires and challenges. Develop a professional plan with one or two goals and steps to achieve those goals for:

Goal - 1 year from now: _____

Steps to achieve goal	Timeline (be specific)

Goal - 5 years from now: _____

Steps to achieve goal	Timeline (be specific)

Goal - 20 years from now: _____

Steps to achieve goal	Timeline (be specific)

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Video/Photo Permission Form

I give permission for the video or photo of my child _____
child's name

to be included in the Afterschool and Youth Development Credential portfolio of

name of portfolio author

Signature _____
name of parent or guardian date

Video/Photo Permission Form

I give permission for the video or photo of my child _____
child's name

to be included in the Afterschool and Youth Development Credential portfolio of

name of portfolio author

Signature _____
name of parent or guardian date

Verification Video/Photo Permission

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

Signature _____
portfolio author date

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Authenticity Statement

Please print off this page and 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