The Registry Administrator Credential

Preparing your Portfolio

Last Revised 2014 | Updated 2017

2908 Marketplace Drive #103 | Fitchburg, Wisconsin 53719

www.the-registry.org

Table of Contents

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.

Project: A unique piece of planned work that is completed over a period of time and intended to demonstrate how you apply the acquired skills learned through completing the course work for a Registry Credential to increase the successful operations of your program.

Rationale: The explanation and/or demonstration of how you applied and used the knowledge and skills you learned from the credential courses to fulfill a portfolio requirement. Consider this the 'story of your journey' and reflect on your application of knowledge through the completion of the specific work samples.

Work Samples: Supporting documentation

Reasons for Creating a Portfolio

Your portfolio is a creative, living document that will include a variety of materials to reflect your learning journey. A portfolio gives you the opportunity to:

- Present a comprehensive collection of your work to demonstrate your ability to integrate and apply the knowledge and skills taught in the credential into best practice.
- Use self-reflective skills to advance and plan for future professional development.
- Validate your competency within the field as a professional.
- Complete a project that is relevant to your work as a group Early Childhood Care and Education Administrator or Director.

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

Course 1: Administration and Supervision
Course 2: Operations Management
Course 3: Financial Management
Course 4: External Environment
Course 5: Best Practices
Course 6: Credential Capstone—Administrative Seminar

Course 1 must be completed first and the Capstone course must be taken last. Courses 2-5 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.

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 of a physical binder.
- Project sections must be in the required sequence.
- Each project section must include a rationale and work sample (if applicable).
- Strive to make your portfolio creative and attractive with written work that is clear, legible, descriptive, grammatically correct, and without spelling errors.

Introductory Section
1. Candidate Name and Contact Information
2. Authenticity Statement
3. Autobiography
4. Personal Philosophy Statement
5. Professional Development Plan
6. Resume
7. One financial work sample

Project Section
1. Overview of the Project and Project Agreement
2. Rationale for Course One: Administration and Supervision with work sample (if applicable)
3. Rationale for Course Two: Operations Management with work sample (if applicable)
4. Rationale for Course Three: Financial Management with work sample (if applicable)
5. Rationale for Course Four: External Environment with work sample (if applicable)
6. Rationale for Course Five: Best Practices with work sample (if applicable)
7. References and Resources

Contents of Your Portfolio

Introductory Section

The Introductory Section must include the following seven (7) items:
1. Name and Contact Information (1 page)
2. Authenticity Statement *(included on page 17)*
3. Autobiography—reflect the life experiences that influenced you to pursue a career in early childhood. It may reflect your life from childhood to the present or address only the areas of your life that directly influenced your career path. (2 pages maximum).
4. Personal Philosophy Statement—see guidelines below (1-page maximum)
5. Professional Development Plan—includes:
    a. Present professional level (Registry level and professional degree).
    b. Self-assessment that identifies your strengths and areas for growth.
    c. Goal statement(s) that identify your plans for future development that are directly related to areas that you wish to strengthen.
6. Resume—your campus will have resources for developing a professional resume.
7. One financial work sample—this must be a document (spreadsheet) that you have created which demonstrate proficiency from the financial management course using actual program figures such as, but not limited to a:
    a. Budget (program, project, start-up, line item, etc.)
    b. Break even analysis
    c. Cash flow analysis

Guidelines to assist you in writing your Personal Philosophy Statement
Your philosophy statement should reflect what you value and believe is important to be an effective administrator of your program and what your role is as a leader in the early care and education profession.

You may wish to write this early in your classes (course one or two) and then revise it in course six. This process demonstrates how your experiences in your classes have influenced your professional philosophy. Writing your philosophy early in the classes in not required for the project, but can be an interesting way to reflect on how you have been influenced during the classes and credential process.

Project Section

Your project **must be** the development of an individual plan or strategy for quality improvement that incorporates many aspects of program management.

- Your project plan requires the approval of the instructor and your director/administrator.
- Your project must incorporate applications of theory and/or practice from each credential course.
- Your project must include a narrative describing the project and a list of references and resources.

The project is something that you have done during the courses or that is well in the process of completing. It is not something that you plan to do. The exception would be if you are opening a new program or building a center or major construction project. In that case, there should be blueprints, drawings, models and other documents that clearly demonstration your progress. If you have questions regarding the portfolio or the topic of your project, you can contact your instructor or The Registry for assistance.

Overview of the Project and Project Agreement

Your project overview is a brief statement of what the project is. You should include why you selected this project and how it will benefit your program. *(Included on page 14)*

Rationales for each Credential Course

- Your rationales tell the story of your journey to project completion. Include how you met the competencies/objectives of each course within your project.
- 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.
    2. Be concise yet thorough.
    3. Rationales must be typed in 12 pt. font, 1.5-line spacing, with one inch margins.

Sample rationale for a work sample:

My work sample for (insert category) is ____.
It fits this category because _____________________________________ *(explain* how *and* why *this work sample fits the category and how you will be able to use it in the future.)*
I chose it as the best example of my work because __________________________________ *(explain the impact this work sample had on you and/or your work environment.)*
I learned about ____ *(write 4-5 sentences to describe what you learned about the <u>category</u>, not the work sample, addressing course competencies under the category and how you have applied the knowledge you have gained.)*

Considerations for Portfolio Work Samples

- Be sure to include work samples of your project to support the rationale, such as models, materials, photos, blueprints, etc. that reflect the content of your project.
- Each work sample should represent knowledge you have gained from the credential courses.
- You do not need to include a work sample for each course, however be sure to fully develop your portfolio to reflect and support the rationales. For example, if you state in your rationale that you created a flier for a fundraiser, consider including a copy of the flier as your documentation (work sample).
- Choose a sample of your work that fits your rationale. 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.

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.

Course One: Administration and Supervision

Students will demonstrate the following:

1. Knowledge of basic concepts of organizational management theory and practice.
2. Understanding of the relationship of leadership, sound business practices and child growth and development principles to program quality for children and families.
3. Familiarity with the diverse models of early care and education programs.
4. Familiarity with basic state licensing concepts and accreditation standards applied to early childhood centers, school-age programs, and family child care homes.
5. Ability to identify the various roles and responsibilities of administrators, executives, managers, coordinators, and supervisors in early care and education programs in various settings. Also the role relationship between different sectors of a program including families, teaching staff, support staff, and boards or other management structures.
6. Understanding of ways to ease administrative overload and ability to apply that understanding to time management, delegation and role negotiation
7. Knowledge of how to develop policies and mission statements to maintain and improve program quality.
8. Overview of the basic principles and practices in formulating personnel policies, recruiting and working with teaching and non-teaching staff.
9. Labor laws
10. Developing personnel policies
11. Equal opportunity guidelines, effective advertising and recruiting
12. Assessing qualifications and interviewing candidates
13. Understanding of the rationale and methods for involving staff in decision making.
14. Overview of the rationale and procedure for determining what families need from their child care, and offering families a variety of options for involvement in the program, including decision-making.

Course Two: Operations Management

Students will demonstrate the following:

1. Understanding of the basics of system theory and the ability to apply that understanding to the operation of quality early care and education programs
2. Understanding that there is a body of knowledge on management theories as it relates to children's programs
3. Understanding of standard operating practices and when they are needed
4. Understanding of the relationship of systems to quality in programs for children and families
5. Ability to design and implement systems within child care program. Following is a list of examples:
6. Scheduling for staff and children's program, consistent with principles of child growth and development
7. Scheduling services for families
8. Scheduling of calendar and development of annual tasks
9. Development of salary schedules and reward processes
10. Development of staff appraisal procedures

11. Teaching and learning aspects of the program
12. Nutrition plans and food service
13. Building and grounds maintenance and security, including emergency preparedness
14. Develop organizational methods for the program, such as project management
15. Maintenance of health, safety aspects of the program
16. Effective communication
17. Risk management system
18. Purchasing

Course Three: Financial Planning

Students will demonstrate the following:

1. Understanding of the basic principles of sound financial planning and management
2. Understanding of the relationship between financial management and program quality
3. Understanding of budget use and management including
    - Utilization factors
    - Deviation analysis
    - Functional cost analysis
4. Ability to develop a basic line item budget
5. Ability to develop a cash flow projection, monthly for one year
6. Ability to develop a staffing plan and project costs for 3 years
7. Understanding of breakeven concepts and applications and the ability to develop a breakeven chart
8. Ability to balance the budget, including principles for cutting and revenue enhancement
9. Ability to develop salary policies and scale
10. Understanding of fair salary policies
11. Understanding the cost of staff turnover
12. Understanding of basic customer orientation for marketing and cost of losing customers
13. Ability to spread costs across programs to derive program budgeting
14. Ability to spread costs across functions in order to analyze costs by function
15. Ability to compare budgeted expenditures to actual expenditures and to analyze differences
16. Ability to read and understand financial reports
17. Ability to develop a fee policy and sliding fee scale

Course Four: External Environments

Students will demonstrate the following:

1. Knowledge of the external factors and relationships that affect children's programs
2. Knowledge of licensing laws and regulations, other legal requirements and approvals, funding requirements and incentives, accreditation standards, and the ability to incorporate these requirements and incentives into program planning
3. Knowledge of current research findings on quality in early care and education and the ability to apply these findings to program development and implementation
4. Ability to analyze data to assess the community supply and demand for early care and education programs

5. Knowledge of basic concepts of marketing and the ability to apply them to program strategies
6. Knowledge of the configuration of community agencies and government officials at the local level, including resource centers, family support centers and rationale for collaboration
7. Ability to identify prospective funding sources, including new funding sources, to become familiar with effects of funding requirements on program policy
8. Awareness of skills needed to write proposals for funding
9. Knowledge of the role of administrators in policy leadership and community collaboration
10. Understanding of the relationships between the vision, mission, strategy, and culture, goals and objectives of an organization

Course Five: Best Practice

Students will demonstrate the following:

1. Knowledge of child development theories and principles and the ability to apply them to quality programming
2. Knowledge of curriculum standards and early learning standards
3. Knowledge of licensing, funding and accreditation requirements for quality programs and the ability to apply them to program planning
4. Knowledge of professional and ethical guidelines for best practice in early care and education programs and the ability to apply them to program planning
5. Ability to plan for the development of the whole child physically, socially, emotionally, intellectually and artistically
6. Ability to plan for and implement a family-centered child care community
7. Understanding of diverse cultures of families served, and the ability to apply this understanding to recruitment, staff development, organizational relationships and program planning
8. Knowledge of how to establish and maintain good communication and partnerships with families, and to promote strong and meaningful family involvement in the program
9. Ability to plan for integration of a competent curriculum, materials and activities into all aspects of the program
10. Ability to choose developmentally appropriate supplies and equipment for early care and education
11. Knowledge of design principles and practices for the use of space in early care and education programs
12. Understanding of program evaluation and the ability to apply it for program improvement
13. Knowledge of environmental rating scales-ITERS, ECERS

Receiving The Registry Administrator 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.
    - **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.
    - What is your project and how has it impacted your program?
    - How has the Administrator Credential changed you as a provider?
    - What does completing this credential mean to you?
    - Having completed your credential, what are your next steps to continue improving the quality of your program in relation to administration?
2. **Individual Meeting with the Commissioner:** You will meet with the Registry Commissioner to complete the commission process. This is an opportunity for the Commissioner to ask you any questions s/he may have about your portfolio/project. The Commissioner will give you feedback and comments about your portfolio/project. You will be informed if you have successfully completed the commission during your individual meeting with the Commissioner. If your commission portfolio/project is incomplete, the Commissioner will advise you of what you will need to do to complete the portfolio/project. If you are asked to submit additional materials, you will submit them directly to the Commissioner by the deadline provided by the Commissioner. In the event the additional materials are not submitted as requested by the deadline, you will not pass the commission.

Awarding the Credential

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

- Received a Registry Career Level Certificate or submitted a complete application for membership. If your first-time application is put on "Incomplete" status, you will not receive your Credential Certificate until the necessary fee or information is received and the "Incomplete" status is resolved.
- Successfully completed the commission process.

- **Submitted Credential Course Documentation**: Please note that your credential **will not** be verified until The Registry receives a copy of an official transcript showing successful completion of all six 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.

Overview of the Project and Project Agreement

Student Name:

Title of the Project:

Purpose (how the project will be used in the program) of the Project:

I have reviewed the project proposal and agree to support __________________ in completing the project by providing materials and information as needed. I further agree that this project will be of benefit to the program.

Signature of Student: ____

Signature of Owner/Administrator/Director: ____________________________________

Date: _____________________________________

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

Signature of Instructor: ____

Date: ___________________________________

Video/Photo Permission Form

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

to be included in the Administrator 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 Administrator 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

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