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# The Registry Preschool Credential

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Preparing your  
Portfolio

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2017

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2908 Marketplace Drive #103 | Fitchburg, Wisconsin 53719

[www.the-registry.org](http://www.the-registry.org)

# The Registry Preschool Credential

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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.
- Use self-reflective skills to advance and plan for future professional development.
- Validate your competency within the field as a professional.

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

Course 1: Foundations of Early Childhood Education

Course 2: Child Development

Course 3: Health, Safety, and Nutrition

Course 4: Guiding Children’s Behavior

Course 5: Art, Music, and Language Arts

Course 6: Preschool Capstone

*\*Courses that are approved as meeting the guidelines of the credential and the statewide curriculum must have been taken since 2000.*

**It is recommended Course 1 and 2 be taken in order. Courses 3-5 may be taken in any order, but the Capstone Course must be taken last.**

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 of a physical binder.
- Categories must be in the required sequence.
- Each category must include a rationale and the 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 Area Categories

- A. Child Development
- B. Health, Safety, and Nutrition
- C. Guiding Children’s Behavior
- D. Art, Music, and Language Arts
- E. Professional Development Reflection and Planning

## SECTION 3: Self-Assessment and Observer Assessment

- Checklist Self-Evaluation
- Observation Checklist

## Contents of Your Portfolio

### Section 1

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

1. Name and Contact Information (1 page)
2. Authenticity Statement (*included on page 17*)
3. Autobiography—reflect on the life experiences that influenced you to pursue a career in early childhood. It may reflect your life from childhood to the present or address only the areas of your life that directly influenced your career path. (2 pages maximum).
4. Personal Philosophy Statement on caring for preschool children (1-page maximum).
5. Professional Resume
6. **Optional:** A **maximum** of two professional samples, as professional recognition awards, and 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.

1. My philosophy of early childhood education (importance of developmentally appropriate practice, individualized care and planning, disciplines, etc.):
  - a. This is what I value about preschool children.
  - b. This is what I believe is important for nurturing their growth and development.
2. Important practices in my early childhood classroom and program.
3. My goals
  - a. For children three to six years of age are \_\_\_\_\_.
  - b. For families are \_\_\_\_\_.

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## Section 2

Each portfolio category will require a portfolio work sample from the work completed in one of the six credential courses. Rationales must be included in the content area categories Health, Safety, and Nutrition and Guiding Children's Behavior, reflecting on the learning journey you took in applying the knowledge and skills learned into practice.

### Each category must include the following:

- Child Development: Set of observations including interpretation, analysis, and a summary
- Health, Safety, and Nutrition: Three rationales and three work samples
- Guiding Children's Behavior: Two rationales and two work samples
- Art, Music, and Language Arts: Three video clips and a lesson plan for each
- Professional Development Reflection and Planning: Self-assessment and professional development plan

### Considerations for Portfolio Work Samples

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

### Rationales for 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.
- A suggested rationale is included in each category that requires a rationale.
- Your rationale must do the following:

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1. Be no more than one page. If you have written more than one page, consider putting some of the information in the description which is part of the sample.
2. Be concise or as brief as possible when answering the statements in the sample rationale. If you choose not to use the sample rationale template, be sure to address the guided statements in your own words.
3. Rationales must be typed in 12 pt. font, 1.5-line spacing, with one inch margins.

## **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.

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## Child Development

This category must include evidence that demonstrates your knowledge in child development.

Evidence in this category based on **Course Competencies** will demonstrate your knowledge and emerging skills to do the following:

- Analyze social, cultural, and economic influences on child development.
- Summarize child development theories.
- Analyze development of children age three through age five.
- Summarize the methods and designs of child development research.
- Analyze the role of hereditary and the environment.
- Integrate strategies that support diversity and anti-bias perspectives.
- Examine the role of brain development in early learning.

### **Required portfolio entry must include the following (4) four items:**

1. Collection of 40-60 observations using a variety of methods over a period of time (2 months or longer) that meet the above requirements.
2. Interpretation of the child's development and progress over the period of time of the observations.
3. Analysis of the child's developmental skills in each domain.
4. Summary of the child's overall development and progress.

### **Observation Guidelines:**

- Select a child that is 3, 4, or 5 years old to follow over a period of time (2 months or longer).
- Observe the child each day and make observations on note cards or in a journal.
- Each observation must include:
  - Date and time
  - The observation—an anecdotal note, running record, or other observation method
  - The developmental domain observed
  - Analysis of the child's development

### **Resources:**

- Appendix A—Observations
- Appendix B—Montessori Observation Outline
- Ages and Stages Samples and information <http://www.agesandstages.com/free-resources/>
- Wisconsin Model Learning Standards <http://www.collaboratingpartners.com/wmels-about.php>

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## Health, Safety, and Nutrition

This category must include evidence that demonstrates your knowledge of the aspects of health, safety, and nutrition in a quality early childhood program.

Evidence in this category based on **Course Competencies** will demonstrate your knowledge and emerging skills to do the following:

- Integrate strategies that support diversity and anti-bias perspectives.
- Follow governmental regulations and professional standards as they apply to health, safety, and nutrition.
- Provide a safe early childhood program.
- Provide a healthy early childhood program.
- Plan nutritionally sound menus.
- Adhere to child abuse and neglect mandates.
- Apply Sudden Infant Death Syndrome (SIDS) risk reduction strategies.
- Apply strategies to prevent the occurrence of Shaken Baby Syndrome (SBS)
- Incorporate health, safety, and nutrition concepts into the children’s curriculum.

### Required portfolio entry must include:

- One rationale and one work sample for health
- One rationale and one work sample for safety
- One rationale and one work sample for nutrition

### Examples of supporting portfolio work samples are:

- Newsletter or poster to notify parents of a communicable disease
- Menu or meal plan created for preschool children
- Hands-on presentation on health, fire safety or nutrition for children
- Pictures of learning experiences that you facilitated related to health, safety, and nutrition
- Completed safety checklist with a realistic plan for correction or modification

### Suggested rationale for each work sample:

My work sample for (insert health, safety, or nutrition) is \_\_\_\_\_.

It fits this category because \_\_\_\_\_ (explain how and why this work sample fits the category and how you will be able to use it in the future.)

I chose it as the best example of my work because \_\_\_\_\_ (explain the impact this work sample had on you and/or your work environment.)

I learned about \_\_\_\_\_ (write 4-5 sentences to describe what you learned about the category, not the work sample, addressing course competencies under the category and how you have applied the knowledge you have gained.)

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## Guiding Children’s Behavior

This category must include evidence that demonstrates your knowledge of how it is possible to guide children while creating a sense of self-discipline in a child.

Evidence in this category based on **Course Competencies** will demonstrate your knowledge and emerging skills to do the following:

- Integrate strategies that support diversity and anti-bias perspectives.
- Summarize early childhood guidance principles.
- Analyze factors that affect the behavior of children.
- Practice positive guidance strategies.
- Develop guidance strategies to meet individual needs.
- Create a guidance philosophy.

### Required portfolio entry must include:

- Guidance Philosophy—this includes your ideas and beliefs about guiding children and your vision statement of how and why you guide children’s behavior and development. This is your personal philosophy rather than your program.
- Guidance Policy—this includes your strategies and practices for guiding child behavior. This is your classroom plan rather than your program. This includes your plan for reacting to specific events that occur in your classroom.
- One rationale for each work sample; your Guidance Philosophy *and* for your Guidance Policy.

### Suggested rationale for each work sample:

My work sample for Guiding Children’s Behavior is \_\_\_\_\_.

It fits this category because \_\_\_\_\_ (*explain how and why this work sample fits the category and how you will be able to use it in the future.*)

I chose it as the best example of my work because \_\_\_\_\_ (*explain the impact this work sample had on you and/or your work environment.*)

I learned about \_\_\_\_\_ (*write 4-5 sentences to describe what you learned about the category, not the work sample, addressing course competencies under the category and how you have applied the knowledge you have gained.*)

### Resources:

- National Association for the Education of Young Children (NAEYC) <http://www.naeyc.org>
- Wisconsin Department of Children and Families <http://www.dcf.wisconsin.gov>
- Wisconsin Model Learning Standards <http://www.collaboratingpartners.com/wmels-about.php>

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## Art, Music, and Language Arts

This category must include evidence that demonstrates your knowledge of how to create and implement a developmentally appropriate lesson in art, music, and language arts.

Evidence in this category based on **Course Competencies** will demonstrate your knowledge and emerging skills to do the following:

- Integrate strategies that support diversity and anti-bias perspectives.
- Examine the critical role of play.
- Establish a developmental appropriate environment.
- Develop activity plans that promote child development and learning.
- Analyze care giving routines as curriculum.
- Create developmentally appropriate language, literature, and literacy activities.
- Create developmentally appropriate art activities.
- Create developmentally appropriate music and movement activities.

### Required portfolio entry must include:

- One video clip of each of the following presentations (for a total of three video clips):
  - Reading a story or other experience facilitating children’s language
  - Facilitating a process art activity
  - Facilitating a music experience
- One lesson plan for each video clip. The lesson plan must include the following:
  - Objectives, including which area of development the activity promotes
  - Materials needed
  - Steps of the presentation
  - Preparation and set up
  - How you will invite the children to the activity
  - Which domain is promoted from the Wisconsin Model Early Learning Standards
  - A follow up reflection/evaluation of the activity

### Video Guidelines:

- Length of each video clip should be appropriate to the activity and not exceed 15 minutes.
- Upload videos onto YouTube for commissioner viewing. Instructions on how to use YouTube are available in the Student Toolkit in Credential Resources on The Registry website and at the YouTube Help Center <https://support.google.com/youtube/#topic=4355266>
- Do not send a flash drive in the mail or come to the commission with a video on your smartphone to show the Commissioner. It will not be viewed.

### Resources:

- Appendix C—Activity Plan
- Appendix D—Video/Photo Permission Form
- Appendix E—Verification Video/Photo Permission

## Professional Development Reflection and Planning

This category must include evidence that demonstrates your understanding of how self-reflection and professional development have an effect on quality early childhood education.

Evidence in this category based on **Course Competencies** will demonstrate your knowledge and emerging skills to do the following:

- Integrating strategies that support diversity and anti-bias perspectives.
- Investigating the history of early childhood education.
- Summarizing types of early childhood education settings.
- Identifying components of a quality early childhood education program.
- Summarizing responsibilities of early childhood education professionals.
- Assess personal caregiving style.

### Required portfolio entry must include:

- Self-Assessment—a self-reflection of your current teaching style and skills (strengths and weaknesses). Your reflection must include a description of how you will do the following:
  - Appropriately nurture the development of children from three to five years of age.
  - Provide a developmentally appropriate environment and activities for children from three to five years of age.
  - Provide a culturally appropriate environment for children from three to five years of age.
  - Use professionally appropriate communication and encourage language development.
  - Support the cultural integrity of families.
  - Follow professional policies, practice, and procedures.
- Professional Development Plan—a statement identifying goals for your professional development and steps identifying how you will reach your goals. You may choose to use the sample Professional Development Reflection and Planning form in Appendix E.

### Resources:

- NAEYC Ethical Code of Conduct [http://www.naeyc.org/positionstatements/ethical\\_conduct](http://www.naeyc.org/positionstatements/ethical_conduct)
- Wisconsin Department of Public Instruction Teaching Standards <https://dpi.wi.gov/tepd/programs/standards/teacher>
- Appendix F—Professional Development Reflection and Planning

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## Self-Assessment and Observer and Assessment

This category must include evidence that demonstrates your ability to apply in the workplace the theories and competencies you have learned in the six credential courses. Your work samples must show how you provide care for children from three to six years of age using recognized best practices.

### **Required portfolio entries include the following:**

- The Registry Preschool Credential Capstone **Checklist Self-Evaluation**
- The Registry Preschool Credential Capstone **Observation Checklist**

*\*Both the Capstone Checklist Self-Evaluation and Capstone Observation Checklist will be provided to you by your Capstone Instructor.*

The Registry Preschool Credential Capstone Observation Checklist must be completed by a **qualified observer** who is an individual who:

1. Is not employed by the same program as the person being observed, including but not limited to co-workers, supervisors, and administrators.
2. Meets **one or more** of the following:
  - a. Is your instructor for the Capstone or a Practicum course
  - b. Has a minimum of an Associate Degree in Early Childhood Education
  - c. Is a Registry approved consultant in the ITERS, ECCERS, or FCCERS environmental rating scales
  - d. Is a recipient of the Preschool Credential with 5 years of experience in the field

In the event the instructor of the Capstone Course is unable to serve as the qualified observer, other individuals who might also meet the qualifications of a qualified observer include staff at local Child Care Resource and Referral Agencies, YoungStar Technical Consultants who are not working directly with the credential candidate's program, or other individuals trained in formal rating scale observation tools. Networking with other professionals in the early childhood and care field can provide additional opportunities to connect with individuals who are qualified observers.

**If your qualified observer is an individual other than your Capstone Course instructor, your instructor must give their approval in advance to ensure the individual meets the requirements of a qualified observer.**

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## Receiving The Registry Preschool Credential

When you have successfully completed the courses required for a Registry Credential and your portfolio is complete, the final requirement is to present your portfolio to a Registry Commissioner. 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 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](http://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

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previously. Visit our website at [www.the-registry.org](http://www.the-registry.org) to renew online or download an application.

- **Commission Fee:** Each student is required to pay a \$300 Commission fee. Once paid, commission fees are non-refundable and non-transferable. Payment in full must be included with the *Registration for Commission* form. The 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 Preschool Credential changed you as a provider?
  - What does completing this credential mean to you?
  - What are you passionate about as it relates to the education of children three to six years of age?
  - How will you contribute to quality early childhood education in the future?
2. **Individual Meeting with the Commissioner:** You will meet with the Registry Commissioner to complete the commission process. This is an opportunity for the Commissioner to ask you any questions s/he may have about your portfolio/project. The Commissioner will give you feedback and comments about your portfolio/project. You will be informed if you have successfully completed the commission during your individual meeting with the Commissioner. If your commission portfolio/project is incomplete, the Commissioner will advise you 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

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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.

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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

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## Appendix A: Observations

### Types of Observations

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 – Accounts of key events that happened written later from memory.** 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.

**When observing a child, notice...**some of these are objective (factual); others subjective (opinion)

### Physical Appearance

What are the general features?

Does she appear to be in good health? (subjective)

### Use of Body

Does he move quickly or slowly?

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Does he move with ease or is he stiff or unsure?

Are small and large muscles similarly developed or is one are developed more than the other?

What bodily expressions does he use (arm swing, puff chest out, slouch, etc)?

## Facial Expressions

Does she use her face to show feelings?

Does her face show only intense emotion?

Does she more typically show a flat, expressionless look?

## Speech

How much of her feelings is she able to express with the tone of her voice?

Is her voice generally kept under control or does it express changing moods?

When upset, does she talk more than usual?

Is speech an important means of communication for her or does she prefer to communicate in other ways?

Does she play with speech by making up chants, songs, puns, stories, etc.?

## Emotional Reactions

How and when does he exhibit happiness, anger, sadness, doubt, enthusiasm, fear?

Does he seem to have too much control over his feelings, too little or a good balance?

How does the behavior he uses help him get what he wants/needs?

Does he have typical reactions to pain?

How does he use humor?

Does he smile and laugh appropriately?

## Play Activities

What activities does he get involved in?

How does he get involved, how do activities progress, what does he go to next?

Does he play for a long time or move from one activity to another?

Does he play a long time at some activities and a short time at others?

Does he avoid any activities?

What does he seem to derive from an activity – pleasure interacting with other children, sensory stimulation, skill mastery or problem-solving, creative expression of ideas....?

Do any aspects of activities especially frustrate or please him?

Does the tempo/pace of play remain even, speed up or slow down? When?

Does he prefer to play alone - never, always, and sometimes – When?

Does he express fantasy in his play verbally, through gestures &/or through play materials?

Does he engage in dramatic play? What kind of roles does he like to take – baby, father, mother, hero, dog...?

Does he try new things?

Does he show curiosity in his environment, equipment, people?

Does he prefer to confine his play to a relatively small space or does he expand over a large area?

Does he seem more comfortable playing indoors or outdoors?

What special skills does he have – music, puzzles, painting, drama, athletics...?

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## Appendix B: Montessori Observation Outline

### Daily Classroom Observation Notes

Date \_\_\_\_\_

Focus of Observation \_\_\_\_\_

Number of Children Present \_\_\_\_\_

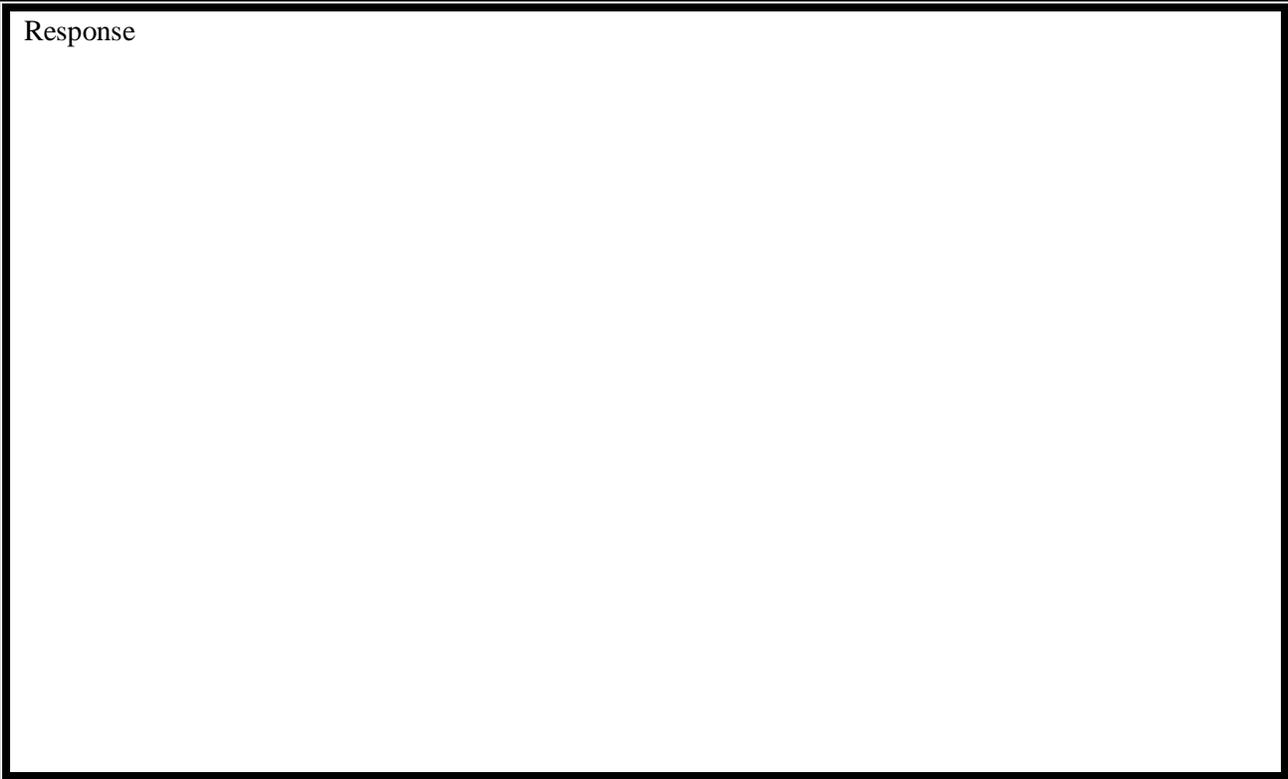
Observation

Analysis

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Response



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## Appendix C: Activity Plan

<b>Your Name:</b>										
<b>Name of Activity:</b>	<b>Ages of Children:</b>									
<b>Activity Type:</b> (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"/> Large Muscle</td> <td style="width: 33%;"><input type="radio"/> Sensory Table</td> </tr> <tr> <td><input type="radio"/> Story/Language</td> <td><input type="radio"/> Small Manipulative</td> <td><input type="radio"/> Science</td> </tr> <tr> <td><input type="radio"/> Music</td> <td><input type="radio"/> Math</td> <td><input type="radio"/> Cooking</td> </tr> </table>		<input type="radio"/> Creative Art	<input type="radio"/> Large Muscle	<input type="radio"/> Sensory Table	<input type="radio"/> Story/Language	<input type="radio"/> Small Manipulative	<input type="radio"/> Science	<input type="radio"/> Music	<input type="radio"/> Math	<input type="radio"/> Cooking
<input type="radio"/> Creative Art	<input type="radio"/> Large Muscle	<input type="radio"/> Sensory Table								
<input type="radio"/> Story/Language	<input type="radio"/> Small Manipulative	<input type="radio"/> Science								
<input type="radio"/> Music	<input type="radio"/> Math	<input type="radio"/> Cooking								
<b>Activity Presentation Type:</b> (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						
<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								
<b>Number of children participating at the same time:</b>										
<b>Child development skills necessary for the children’s success when participating:</b>										
1.  2.										
<b>This activity has been planned to stress the following WMELS performance standards:</b>										
1.  2.										
<b>Why have you chosen to do this activity?</b>										
<b>Specific list of space and/or materials needed including colors, amounts, sizes, etc.</b>										
<b>Source of materials:</b> <ul style="list-style-type: none"> <li><input type="radio"/> All are available at the center/in the classroom</li> <li><input type="radio"/> Provided, in part, by cooperating teacher</li> <li><input type="radio"/> I am providing the following:</li> </ul>										

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

## Teaching Sequence of the Activity

**Set-up and arrangement of materials and equipment**

**What is the teacher's role (what will you do) during this activity?**

**What will the children do during the activity? (Remember children are active, hands-on learners!)**

**How will the activity 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 place?)**

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

**What changes would you make in the space and/or materials used in this activity?** All recommended changes should be supported with examples of the children’s participation. If you respond “no changes,” support is also needed for your answer.

**Did the activity support the developmental skill that you planned to support? How do you know?**

**What changes would you make in the preparation or presentation of this activity?** Support each change you list. If you say “no change,” support your response.

**Would you do this activity again? Why or why not?**

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## Appendix D: Video/Photo Permission Form

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

to be included in the Preschool Credential portfolio of \_\_\_\_\_  
name of portfolio author

Signature \_\_\_\_\_  
name of parent or guardian date

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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 Preschool 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 Preschool Credential portfolio of \_\_\_\_\_  
name of portfolio author

Signature \_\_\_\_\_  
name of parent or guardian date

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**Appendix E: 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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## Appendix F: 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?

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

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

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

1. 

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2. 

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3. 

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5. Which Professional Organizations are you currently involved in?

- a. \_\_\_\_ National Association for the Education of Young Children
- b. \_\_\_\_ Wisconsin Early Childhood Association
- c. \_\_\_\_ Local AEYC Affiliate
- d. \_\_\_\_ Wisconsin Family Child Care Association
- e. \_\_\_\_ Wisconsin Child Care Administrators Association
- f. \_\_\_\_ Local Family Child Care Support Group
- g. \_\_\_\_ Other, please specify \_\_\_\_\_
- h. \_\_\_\_ Not a member of any professional organization at this time

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

Child-Care Giver Relationships

Observation and Planning

Learning Environment

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- Guiding Children

- Parent Relationships

- Health and Safety

- Community Involvement

- Advocacy

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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)