The Registry Inclusion Credential

Preparing your Portfolio

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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 four credential courses:

Course 1: Children with Differing Abilities
Course 2: Behavior and Emotional Challenges
Course 3: Special Health Care Needs
Course 4: Capstone: Family and Team-Centered Practices

It is recommended course 1 be completed first and the Capstone course must be taken last. Courses 2 and 3 may be taken in any order. Always keep your work from previous courses in an organized manner. Do not throw any of your work away! There may be many times in the future that you will be able to utilize your prior coursework as samples of your knowledge and abilities.

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.
- 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

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

SECTION 2: Content Areas
1. Development Observation, Assessment, Screening & Referral Processes
2. Guiding Challenging Behaviors Positively
3. Individualized Accommodations
4. Community & Internet Resources
5. Partnerships with Families and Other Professionals
6. Ethical and Legal Responsibilities
7. Self-Assessment and Professional Development

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 19)*
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 promoting the philosophy or "inclusion" to all other children, families, and staff (1 page).
5. Professional Resume
6. **Optional:** A **maximum** of two professional samples, such as professional recognition awards and/or documentation of professional training.

Section 2
Each portfolio category 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. **Please note that all written and spoken work should utilize respectful "person-first" language.** For example, use "children with disabilities" rather than "disabled children," "child who has Down Syndrome" rather than "Down Syndrome child," "parent who is blind" rather than "blind parent," etc.

Each category must include the following:
- A rationale of each work sample you include.
- 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 children from birth through 18 years of age. *Children with disabilities can qualify for child care through age 18 if the center/provider applies for an "exception" to their license waiving the age limit for that individual child. This request must be made by the Department of Children and Families (DCF).*
- Work samples are the **"what"** of your portfolio.
- 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 category description.
- 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 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.
    2. Be concise and as brief as possible when answering the statements in the sample rationale. If you choose to not 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.

Suggested rationale for each category:

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.)*

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.

Developmental Observation, Assessment, Screening & Referral Processes

This category must include the following work samples with rationales:

- Five samples of detailed observations of a child, over at least several weeks. Two samples from the home and three from communities (school, child care, doctor's office, grocery store, etc.)
- Submit a developmental assessment identifying relevant developmental "red flags", and your written comments regarding a formal screening and appropriate referral process for this child to get the therapies and/or supports needed.
- Two samples of activities created to address the domains related to areas identified in the screening tool that need support.

Evidence in this category based on **Course Competencies** will demonstrate your knowledge and emerging skills to do the following:
- Differentiate between typical and exceptional development.
- Analyze children's growth and development based on the assessment.
- Analyze the differing abilities of children with physical, cognitive, health/medical, communication, and/or behavioral/emotional disorders.

Resources:
- Appendix A—Observations
- Appendix B—Developmental Assessment Sample Format
- Appendix C—Developmental Planning Format
- Appendix F—Video/Photo Permission Form
- Appendix G—Verification Video/Photo Permission
- Ages and Stages Samples and information http://www.agesandstages.com/free-resources/
- Wisconsin Model Learning Standards http://www.collaboratingpartners.com/wmels-about.php

NOTE: Making a diagnosis of a child's disability or special learning need is NOT our job nor does this series of Inclusion Credential courses qualify you to diagnose anyone! Your role is to recognize developmental 'red flags', document any concerns, communicate with family members and make appropriate referrals to trained professionals who work in the area of concern (i.e. Pediatricians, Birth to Three, Child Find, etc.)

Please note that all written and spoken work should utilize respectful "person-first" language.

Guiding Challenging Behaviors Positively

This category must include the following work sample with rationale:

- One sample and explanation of how you individualized your care and education services for a child's emotional, behavioral and/or communication needs to help her/him stay involved in typical early childhood programs.

Evidence in this category based on **Course Competencies** will demonstrate your knowledge and emerging skills to do the following:
- Demonstrate positive social-emotional teaching strategies.
- Define specific discipline and guidance strategies
- Assess challenging behaviors.
- Describe specific diagnoses typically related to challenging behaviors.
- Develop individualized, positive guidance plans
- Communicate the need for positive, consistent, team approaches to including children with challenging behaviors in typical community settings.
- Analyze the impact of disability on family systems.
- Build rapport with children, families and community partners/professionals.
- Articulate understanding of daily issues faced by families.

Resources:
- Appendix D—Links to Standards, Regulations, and Resources from Agencies

Please note that all written and spoken work should utilize respectful "person-first" language.

Individualized Accommodations

This category must include the following work sample with rationale:

- One sample, with an explanation demonstrating your ability to communicate with other families and staff, the value of creating fully inclusive early childhood setting.

Evidence in this category based on **Course Competencies** will demonstrate your knowledge and emerging skills to do the following:
- Provide inclusive programs for young children.
- Create supportive learning environments.
- Apply NAEYC code of ethical conduct to work with children, families, and professionals.
- Apply legal requirements including, but not limited to, ADA and IDEA.
- Utilize an individual educational plan (IEP/IFSP) for children with developmental differences.
- Adapt curriculum to meet the needs of children with developmental differences.
- Discuss educational implications and adaptive strategies for successful inclusion of individuals who have various healthcare conditions.
- Identify supports and resources available to families in the community.
- Implement meaningful curriculum based on child observations and assessment.

Resource:
- NAEYC Position Statement on Inclusion
  https://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_ECSummary_A.pdf

Please note that all written and spoken work should utilize respectful "person-first" language.

Community & Internet Resources

This category must include the following work sample with rationale:
- One sample sheet with an explanation demonstrating how you access local/state community resources, and website (i.e. Annotated bibliography and NICHCY-type fact sheets, etc.)

Evidence in this category based on **Course Competencies** will demonstrate your knowledge and emerging skills to do the following:
- Identify community resources and support people available to assist children with various conditions.
- Cultivate partnerships with families who have children with developmental differences and community partners/professionals.
- Work collaboratively as team members with community and professional resources.
- Communicate the need for positive, consistent, team approaches to including children with challenging behaviors in typical community settings.
- Describe the roles of health care professionals involved with various conditions.
- Describe the role of program staff involved with the conditions covered in these courses.
- Discuss emergency management of various health conditions.

Resources you may find helpful:
- NICHCY/Center for Parent Information and Resources Disability Fact Sheets http://www.parentcenterhub.org/repository/specific-disabilities/
- CESA #7 Website http://www.specialed.us/index.html

Please note that all written and spoken work should utilize respectful "person-first" language.

Partnerships with Families and Other Professionals

This category must include the following work sample with rationale:

- One sample with an explanation of your teamwork abilities with families of children who have special needs as well as professionals who work with them. Your sample should contain some combination of your journal/reflection entries that describe the work you did as partners with families and professionals in the community, as well as, the documentation of the time you spent in the Capstone course working with these different Team Members (i.e. field logs or collection of journal entries).

Evidence in this category based on **Course Competencies** will demonstrate your knowledge and emerging skills to do the following:
- Build rapport with children and families and community partners/professionals.
- Recognize the family as the experts about their own child/family member.
- Cultivate partnerships with families who have children with developmental differences.
- Critique families' experiences accessing systems and resources.
- Analyze the impact of disability on family systems.
- Articulate understanding of daily issues faced by families through participation with the child and family in daily routines community settings.
- Identify supports and resources available to families in the community.
- Apply NAEYC code of ethical conduct to work with children, families, and professionals.
- Integrate strategies that support diversity and anti-bias perspectives.

MAINTAIN CONFIDENTIALITY! Be sure to change names or just use initials from the very beginning of your note-taking and journal writing experiences!

Please note that all written and spoken work should utilize respectful "person-first" language.

Ethical and Legal Responsibilities

This category must include work sample with rationale:

- One sample with an explanation reflecting on your use of the NAEYC Code of Ethical Conduct and creating documentation related to the legal rights and responsibilities of family and child care providers.

Evidence in this category based on **Course Competencies** will demonstrate your knowledge and emerging skills to do the following:
- Describe the roles and limitations of health care professionals involved with various conditions.
- Describe the roles and limitations of program staff involved with the conditions covered in this course.
- Apply NAEYC code of ethical conduct to work with children, families, and professionals.
- Apply legal and ethical requirements including, but not limited to, ADA and IDEA.
- Utilize an individual educational plan (IEP/IFSP) for children with developmental differences.
- Integrate strategies that support diversity and anti-bias perspectives.

Some examples could be:
- Reflect on how you have dealt with ethical dilemmas in the past OR how you would deal with hypothetical dilemmas in the future (specifically utilizing the NAEYC Code of Ethical Conduct).
- Create a document/educational tool/information sheet targeted to inform families about their rights under a certain law (select ADA, Section 504, IDEA, etc.) You may pick out assignments you have created in your coursework, use anti-discrimination policies that you have developed in the past or design something new to meet this requirement demonstrating your knowledge of the rights and responsibilities related to children who have a disability or special care need.

Resources:
- NAEYC Ethical Code of Conduct http://www.naeyc.org/positionstatements/ethical_conduct
- Department of Justice - "Commonly Asked Questions about Child Care Centers and the Americans with Disabilities Act" https://www.ada.gov/childqanda.htm
- NAEYC Early Learning Standards http://www.naeyc.org/academy/files/academy/OverviewStandards.pdf

Please note that all written and spoken work should utilize respectful "person-first" language.

Self-Assessment and Professional Development

Part One: Observation and Self-Assessment

Evidence in this category will demonstrate your ability to apply in the workplace the theories and competencies you have learned in The Registry Inclusion Credential courses. Your sample will show how you provide care for children with any special care needs using recognized best practices.

Your sample must include:
1. Any written assessment related to your work with children with differing abilities completed by an ECE College Instructor. (The observer can_not_ be a boss or co-worker.)
2. Your written self-reflection of the observation and assessment of you in the classroom.
     Option: You may want to make a video recording of your classroom.

Your sample may be any of the following:
- Written narrative observations of your work by an ECE College Instructor.
- Observation/evaluation reports from supervised practicum placements with children who have special needs including the name and contact information of the observer(s).
- A video tape to provide visual documentation in the absence of an Instructor.

If you are submitting a video tape, please follow the guidelines below.
- Pan your room and explain each area and individualized accommodations that have been made.
- Tape a greeting of a family and exchange of developmental and activity information.
- Show bulletin boards, notes, forms, newsletters and/or other ways that you communicate with parents.

This may also be done in pictures with an audio tape explaining the areas.

Permission for photos and videos must accompany this section.

Part Two: Create Your Professional Development Plan

Evidence in this category will demonstrate your goals and emerging skills in:

- Integrating strategies that support diversity and anti-bias perspectives.
- Build rapport with children, families and community partners/professionals.
- Providing inclusive programs and supportive learning environments for young children.
- Adapting curriculum to meet the needs of children with developmental differences.
- Implementing meaningful curriculum based on child observations and assessment.
- Applying the highest professional standards related to legal and ethical requirements.

The sample for Part Two is your Professional Development Plan that includes the following:
1. Current professional Registry Level
2. Professional degree

3. Self-assessment identifying your personal strengths and weaknesses
4. Goal statements identifying your plans for future development (directly related to those areas you have identified as needing improvement)

You may wish to revise this list based on the Professional Development Plan samples provided in the Appendix. If you are using an online service to maintain your Professional Development Plan, please print a hard copy to include in your Portfolio as a sample.

Resources in the Appendix
- Appendix E: Sample Professional Development Plans
- Wisconsin Department of Public Instruction Teaching Standards
  https://dpi.wi.gov/tepdl/programs/standards/teacher

Please note that all written and spoken work should utilize respectful "person-first" language.

Receiving The Registry Inclusion 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.
  - o **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.
  - o **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 groups size. In approximately 5-10 minutes address the following questions within your presentation.
   - How has the Inclusion Credential changed you as a provider?
   - What does completing this credential mean to you?
   - What are you passionate about as it relates to inclusion?
   - How will you contribute to inclusive practices 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 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.

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

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?

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…?

Appendix B: Developmental Assessment Format

Insert ASQ if permission is obtained (delete this page if no permission is granted)

Journal Entries on Developmental Assessment and Observations

Journal entries should include the following domains and discuss what you observed with the child and whether or not this was reflected in the screening tool.

Fine and gross motor growth & development
Child functions at an approximate age level of _____ in this area based on developmental norms.
The assessment is based on the following examples of skills in the domain from observations:

Cognition/Intellect (comprehension, problem solving, memory, academics, etc.)
Child functions at an approximate age level of _____ in this area based on developmental norms.
The assessment is based on the following examples of skills in the domain from observations:

Social/Interpersonal skills (interaction with peers, siblings and adults, manners, etc.)
Child functions at an approximate age level of _____ in this area based on developmental norms.
The assessment is based on the following examples of skills in the domain from observations:

Emotional/Intrapersonal growth (feelings identification and expression, mood control, etc.)
Child functions at an approximate age level of _____ in this area based on developmental norms.
The assessment is based on the following examples of skills in the domain from observations:

Communication skills (speech & language, making needs known, understanding cues, etc.)
Child is functioning _____below, _____ above, _____ at average for age in this area.
The assessment is based on the following examples of skills in the domain from observations:

Self-Help skills (dressing, feeding, etc.)
Child functions at an approximate age level of _____ in this area based on developmental norms.
The assessment is based on the following examples of skills in the domain from observations:

Appendix C: Developmental Planning Format

As a result of this assessment, what specific types of ACTIVITIES might you (the teacher) plan for this child and why? Be sure to include activities that you know the child enjoys as well as activities that will improve upon areas the child needs more practice or support with in order to develop.   You might not use all the areas below, depending on your assessment results, but remember that one activity usually crosses several domains.

Fine and gross motor growth & development

Cognition/Intellect (comprehension, problem solving, memory, academics, etc.)

Social/Interpersonal skills (interaction with peers, siblings and adults, manners, etc.)

Emotional/Intrapersonal growth (feelings identification and expression, mood control, etc.)

Communication skills (speech & language, making needs known, understanding cues, etc.)

Self-Help skills (dressing, feeding, etc.)

Appendix D: Links to Standards, Regulations and Resources

"A Thinking Guide to Inclusive Child Care" booklet
http://www.disabilityrightswi.org/wp-content/uploads/2008/02/thinking-guide-to-inclusive-child-care.pdf

Ages and Stages
http://www.agesandstages.com/free-resources/

Center for Parent Information and Resources
http://www.parentcenterhub.org/nichcy-gone/

Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
http://csefel.vanderbilt.edu

Department of Justice - "Commonly Asked Questions about Child Care Centers and the Americans with Disabilities Act"
https://www.ada.gov/childqanda.htm

Head Start Performance Standards
http://eclkc.ohs.acf.hhs.gov/policy

The Department of Health and Family Services
http://dhs.wisconsin.gov

The National Association for the Education of Young Children (NAEYC)
http://www.naeyc.org

The Wisconsin Model Early Learning Standards
http://collaboratingpartners.com/wmels-about.php

Waisman Center
http://waisman.wisc.edu

Wisconsin Department of Child and Family Services
http://dcf.wisconsin.gov

Wisconsin Department of Public Instruction Teaching Standards
https://dpi.wi.gov/tepdl/programs/standards/teacher

Appendix E: Professional Development Reflection and Planning

Professional Reflection and Planning

This is a self-assessment tool for you, the teacher. It acknowledges the whole person. Using a combination of self-completed checklists, goal setting and a portfolio of accomplishments; the tool offers a resource for self-reflection. As a result of participating in the self-assessment process, you will become aware of your professional goals and accomplishments, thus enabling you to build upon these strengths and grow within the profession.

Professional Reflection and Planning Checklist

This checklist is designed to enable you to review past achievements. The areas listed encompass a wide range of professional growth areas.

The rating scale is based on three areas:
1. **Emergent** – beginning to grow
2. **Strong** – established ideas and routines
3. **Risk Taking** – you have done something over and beyond your strong performance

After you have established your level, write a comment indicating you achievement(s) for each area. Rate and comment only those areas that apply to you.

Growth Area
1. **Emergent**
2. **Strong**
3. **Risk Taking**

1. Child/Teacher Interactions
   Genuine acceptance and respect for children
   Comments:
   _____
   _____
   _____
   _____
   _____

2. Personal Development/Stress Management
   Emotional and physical well-being
   Comments:
   _____
   _____
   _____
   _____
   _____

3. Curriculum Planning and Implementation
Utilize new ideas in a variety of curriculum areas
Comments:

_____
_____
_____
_____
_____

4. Parent-Teacher Relationships
Communicate effectively
Comments:

_____
_____
_____
_____
_____
_____

5. Professional Development
Kept current in child care and development concerns
Comments:

_____
_____
_____
_____
_____
_____

6. Behavior Guidance
Implements problem solving effectively
Comments:

_____
_____
_____
_____
_____
_____

7. Health and Safety
Communicated to children, staff and parents the importance of health and safety issues
Comments:

_____
_____
_____
_____

_____
_____

8. Community Involvement
   Provided opportunities for center, home, school and community relationships (for example; field trips, community support)
   Comments:

   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

9. Advocacy
   Actively represented the needs of the child care community to the larger community
   Comments:

   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

10. Budget
    Classroom fiscal management, family child care fiscal management
    Comments:

    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____

11. Child/Staff Turnover
    Reasons why families terminated enrollment or why staff leaves
    Comments:

    _____
    _____
    _____
    _____
    _____
    _____

Reflections

The purpose of this section is to help you think about your career and make specific statements about it. This tool is used to promote positive growth and change for you and your family day care home or center.

1. What excites you MOST about your job?
_____
_____
_____
_____

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

3. What do you think you do best in your current position?
_____
_____
_____
_____

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

5. List three job related areas you would like more information on
    1. _____
    2. _____
    3. _____

6. Which Professional Organizations are you currently involved in?
    a. _____ National Association for the Education of Young Children
    b. _____ Wisconsin Early Childhood Association
    c. _____ Milwaukee Association for the Education of Young Children
    d. _____ Wisconsin Family Child Care Association
    e. _____ Wisconsin Child Care Administrators Association
    f. _____ Day Care Advocates (Milwaukee based group of directors of inner city day care centers)
    g. _____ National/Local Mentor Network
    h. _____ National Children's Center Coalition
    i. _____ Children's Trust Fund
    j. _____ Other, please specify _____

Planning

Take some time now to look at the previous forms you just completed. Reflect on recurring strengths, areas of improvement, interests, desires and challenges. Then fill out this worksheet.

Professional Planning

Develop a professional plan with one or two goals and steps to achieve those goals for:

1 year from now

_____
_____
_____
_____
_____
_____

3 years from now

_____
_____
_____
_____
_____
_____

Personal Planning

Your professional and personal styles are intricately interwoven. As they may relate to your professional plan, decide upon some personal goals and steps to achieve them.

1 year from now

_____
_____
_____
_____
_____

3 years from now

_____
_____
_____
_____
_____

Worksite Planning

What goals do you envision for your current worksite? Include your role in helping to fulfill those goals.

1 year from now

_____
_____
_____
_____
_____
_____
_____

3 years from now

_____
_____
_____
_____
_____
_____
_____

Complete the goal sheets to help you develop your above plan.

I have completed these worksheets and have given its contents serious reflection. I will use this plan to strive toward positive professional growth in my career.

_____   _____
Signature   Date

Goal Setting Sheet

Name: _____

Identify a professional goal you wish to accomplish. Complete the steps you will use to achieve your goal. Be very specific when describing what it is that you plan on doing. Suggestions for possible goal topics are:

- Child/teacher interaction
- Curriculum planning
- Implementation of curriculum plan or daily schedule
- Transitions
- Policy development
- Parent relationships
- Guidance of young children
- Take an associate degree child care class

Select the general professional topic

_____

Describe in detail the specific topic or area your goal will work on.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Work Plan

To achieve the goal, these are the steps that will occur.

Steps to Achieve Goal	Timeline (be specific)

Appendix F: **Video/Photo Permission Form**

I give permission for the video or photo of my child _____
<div align="center">child's name</div>

to be included in the Inclusion Credential portfolio of _____
<div align="center">name of portfolio author</div>

Signature_____
<div align="center">name of parent or guardian   date</div>

Video/Photo Permission Form

I give permission for the video or photo of my child _____
<div align="center">child's name</div>

to be included in the Inclusion Credential portfolio of _____
<div align="center">name of portfolio author</div>

Signature_____
<div align="center">name of parent or guardian   date</div>

Video/Photo Permission Form

I give permission for the video or photo of my child _____
<div align="center">child's name</div>

to be included in the Inclusion Credential portfolio of _____
<div align="center">name of portfolio author</div>

Signature_____
<div align="center">name of parent or guardian   date</div>

Appendix G: **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