



The Registry Preschool Credential

Preparing your
Portfolio

2006: Penny Chase, Sandy
Garski, Joan Klinkner, Jane
Robinson and Kathy Strazishar



2517 Seiferth Road, Madison Wisconsin 53716

www.the-registry.org

**The Registry acknowledges the Wisconsin Professional Preschool
Credential Steering Committee:**

Penny Chase

The Registry Preschool Credential

Sandy Garski

Jane Robinson

Kathy Strazishar

Special Thank You to:

Sarah Betzel for editing and formatting

Creators of the New Vision Assessment:

Debra Schwid

Ann Becker

Beverly De Weese

Laura Kucharski

Jill McDonald

Lorraine Tyler

Laura Utech

The National Association for the Education of Young Children

Table of Contents

TABLE OF CONTENTS

ERROR! BOOKMARK NOT DEFINED.

WHAT IS A PORTFOLIO?

4

The Registry Preschool Credential

WHY CREATE A PORTFOLIO?	4
OVERALL COMPOSITION OF YOUR PORTFOLIO	5
CONTENTS OF YOUR PORTFOLIO	7
Introduction	7
The Five Categories	7
CATEGORY A: CHILD DEVELOPMENT	8
CATEGORY B: HEALTH, SAFETY, AND NUTRITION	9
CATEGORY C: GUIDING CHILDREN’S BEHAVIOR	10
CATEGORY D: ART, MUSIC AND LANGUAGE ARTS	11
CATEGORY E: OBSERVATION, SELF ASSESSMENT, AND PROFESSIONAL DEVELOPMENT	12
Part One: Observation and Self Assessment	12
Part Two: Create Your Professional Development Plan	13
RECEIVING THE WISCONSIN PROFESSIONAL PRESCHOOL CREDENTIAL	15
APPENDICES	
Appendix A: Montessori Observation Outline	19
Appendix B: Links to Standards and Regulations from Agencies	21
Appendix C: Activity Plan	
Appendix D: NAEYC Ethical Code of Conduct	22
Appendix E: Sample Professional Development Plans Professional Reflection and Planning	41
Appendix F: Observer Qualifications	55
Appendix G: Guiding Principles of the Model Early Learning Standards	56
Appendix H: Ten Teacher Standards	58
Appendix I: Request for Commission Instructions and Form	Error! Bookmark not defined.

The Registry Preschool Credential

What is a Portfolio?

Your portfolio will be a creative, living document that will include a variety of materials to reflect your experiences while completing the course work for The Registry Preschool Credential. It can be a written document presented in a binder or electronically. A portfolio can also be a multimedia presentation. It will include samples of your best work from the six credential* courses:

- 10-307-148 Foundations of Early Childhood Education
- 10-307-179 Child Development
- 10-307-167 Health, Safety, and Nutrition
- 10-307-188 Guiding Children's Behavior
- 10-307-178 Art, Music and Language Arts
- 10-307-000 Preschool Capstone

* During the initial implementation of this credential, courses that are identified by each campus as meeting the statewide curriculum competencies will be counted toward the credential. The courses that are approved as meeting the guidelines of the credential and the statewide curriculum must have been taken since 2000.

After the statewide curriculum is available (Fall 2006), credential candidates must take the courses that are listed above.

It is recommended that the student first enroll in Foundations of Early Childhood Education followed by Child Development. The Preschool Capstone, if required, should be taken last. Other than this suggested order, there are no prerequisites for the other credential courses.

Policies regarding requirements for completing a Capstone experience are being developed. Please contact The Registry for information on the requirements for student completion of the Capstone.

Why Create a Portfolio?

A portfolio gives you a chance to do the following:

- Present a comprehensive collection of your work to show that you have internalized the outcomes of The Registry Preschool Credential course work.
- Self-reflect.
- Start the process of your Professional Development Plan.

The Registry Preschool Credential

Although your Portfolio will be unique to you, there are certain specific requirements that must be met in order for you to complete The Registry Preschool Credential. Your Portfolio will be presented to a Registry Credential Commission that will determine if you have met all requirements for the credential. This booklet will provide you with the information you need to put your Portfolio together.

Overall Composition of Your Portfolio

Review this information frequently while creating your portfolio to assure that your samples are appropriate for each category. Some general essentials of the portfolio are as follows:

- Your Portfolio must be put together in the sequence indicated in the next section (below).
- Strive to make your portfolio creative and attractive with written work that is clear, legible, descriptive, and grammatically correct without spelling errors. **It will be the *professionalism and content that is evaluated by the commission.***
- Include a title page.
- Each section and category must be clearly labeled.
- Use dividers/tabs between sections.
- Each category must include the sample(s) and the explanation of the sample.

Required Sequence of Your Portfolio

To facilitate evaluation of your portfolio by the Registry Credential Commission, please organize your portfolio in the sequence below.

SECTION 1: Introductory Section

- Autobiography with your picture
- Personal Professional Philosophy Statement
- Resume
- Two Optional Items to Illustrate Professional Contributions

SECTION 2: Categories with Samples

- A. Child Development
- B. Health, Safety, and Nutrition
- C. Guiding Children's Behavior
- D. Art, Music and Language Arts
- E. Observation and Self Assessment

The Registry Preschool Credential

Samples of Your Work

- Samples are the “*what*” of your portfolio.
- Samples are of **your own work** related to preschool children from three years to five years or the end of kindergarten.
- Each sample should represent knowledge you have gained from the credential course.
- Suggestions for possible samples are located in each category description.

Explanations of Your Samples

- Your explanations are the “*how*” and “*why*” of each category.
- Each sample you choose to include in your portfolio must be accompanied by an explanation that is either oral or written.
- If you choose to give your explanation orally, please contact your instructor so an oral commission can be planned. Include a note in the appropriate category so that the commissioners are aware that you will present additional information at the commission.
- *All explanations should be communicated in clear, complete sentences. Be sure to check your written work for spelling and grammatical errors.*

Your Explanation Must Provide the Following Information:

1. What the sample is.
2. Why you chose it as the best example of your work.
3. How the sample fits the category.
4. How the sample demonstrates the knowledge you gained in your course work.
5. How it demonstrates a culturally sensitive, anti-bias perspective.

Maintaining Confidentiality

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:

- Include a written permission form signed by the parent or guardian.
- Use photos that do not reveal a child’s face or use a sticker to obscure the child’s identity.
- Mark out a child’s name or identifying information from text or change the name.

The Registry Preschool Credential

Contents of Your Portfolio

Introduction

The Introductory Section must include the following 3 pieces of information; number 4 is optional:

1. Your Autobiography (**2 page** maximum) and a picture of yourself.
2. Your Personal Professional Philosophy Statement (**1 page**) on caring for preschool children.
3. Your Resume (**2 page** maximum).
4. **Optional:** A **maximum** of two professional samples which could include parent letters, evidence of community service/volunteer activities, certificates of achievement such as professional recognition awards, or documentation of professional training.

The Five Categories

On the following pages you will find five (5) required portfolio categories. You are required to include in your portfolio ten (10) samples of your work. The samples you choose to include should demonstrate **your very best work**.

- Category A: Sample is a set of observations including analysis and a summary
- Category B: Two samples and two explanations
- Category C: Two samples and two explanations
- Category D: Three video clips with a lesson plan for each
- Category E: One sample with your written comments regarding your growth plan

Category A: Child Development

Sample: A set of observations on one child including an analysis and summary

Observation of a Child

Evidence in this category 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 heredity and the environment.

Select a child that is 3, 4 or 5 years old to follow over two months. Observe the child each day and make observations on note cards or in a journal. Each observation should include the date and time, the observation/antidotal, and the domain. You should have a total of 85-120 observations at the end of the two-month period.

Resources

Appendix A: Montessori Observation Outline

Category B: Health, Safety, and Nutrition

Two Samples and Two Explanations

This category will include evidence that demonstrates your emerging skills and ability 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.
- Provide a nutritionally sound early childhood program.
- Adhere to child abuse and neglect mandates.
- Identify symptoms and risk reduction strategies for a shaken child.
- Incorporate health, safety, and nutrition concepts into the children's curriculum.

Below are examples of samples that may be used for this category.

- Newsletter and 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

Category C: Guiding Children’s Behavior

Two samples and two Explanations

Evidence in this category will demonstrate your emerging skills and ability 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.

You are required to provide a sample of both a Guidance Philosophy and a Guidance Policy. Include an explanation for each.

Resources

Appendix B: Links to Standards and Regulations from Agencies

Website addresses to access the following information:

- NAEYC Standards
- DHFS Regulations
- Wisconsin Model Early Learning Standards
- Head Start Performance Standards

Category D: Art, Music and Language Arts

Three Video Clips

Evidence in this category 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 developmentally 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.

Develop one video clip of each of the following presentations (you will have a total of three video clips):

1. Reading a story
2. Facilitating language development
3. Leading a music experience

Each clip must be accompanied by a lesson plan. The lesson plan should include the following:

- Objectives including what 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 Model Early Learning Standards.

Resource

Appendix C: Activity Plan

The Registry Preschool Credential

Category E: Observation, 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 Wisconsin Professional Preschool Credential courses. Your sample will show how you provide care for children from three to six years of age using recognized best practices.

Your sample will include:

1. A written assessment completed by a qualified observer (see Appendix for qualifications).
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:

1. Written narrative observations of your work by a qualified observer.
2. An environmental rating scale that such as the Harms and Cryer scales developed for group or family child care.
3. Observation/evaluation reports from supervised practicum placements with preschoolers including the name and contact information of the observers.
4. A video tape to provide visual documentation in the absence of a qualified assessor.

If you are submitting a video tape, please follow the guidelines below.

- Pan your room and explain each area.
- Tape a greeting of a family.
- Show bulletin boards 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.

The Registry Preschool Credential

Checklist for Category E

Does your evaluation demonstrate that you do everything listed below?

- 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.

Category E: Observation, Self Assessment, and Professional Development

Part Two: Create Your Professional Development Plan

One Sample, No Explanation

This category will include evidence that demonstrates your goals and emerging skills in:

- 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.
- Exploring early childhood curriculum models.

The sample for Part Two is your Professional Development Plan that includes the following:

- a. Current professional Registry Level.
- b. Professional degree.
- c. Self-assessment identifying your personal strengths and weaknesses.
- d. Goal statements identifying your plans for future development (directly related to those areas you have identified as needing improvement).

The Registry Preschool Credential

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 D: NAEYC Ethical Code of Conduct

Appendix E: Sample Professional Development Plans

Professional Reflection and Planning

Appendix F: Observer Qualifications

The Registry Preschool Credential

Receiving the Wisconsin Professional Preschool Credential

When you have successfully completed the courses required for the professional credential and your portfolio is complete, the final requirement is to present your Portfolio to a Registry Commissioner. Below are the steps for the Commission process.

1. Candidate completes the Portfolio.
2. Candidate submits a completed Request for Commission form with payment to The Registry.
3. The Registry sends Commission date confirmation letter with payment receipt.
4. Candidate sends (or drops off) Portfolio per notification from The Registry or the Instructor
5. Candidate attends the designated commission.
6. Commissioner notifies The Registry of completion of Commission.
7. If official documentation and payment have been received, The Registry sends Credential Certificate to Candidate.

You must submit a *Request for a Commission* Form with the required documentation in order to be admitted to a commission. Mail your Request for a Commission form to the address below.

The Registry

2517 Seiferth Road

Madison, Wisconsin 53716

ATTN: Credentials

You must fulfill the following requirements when submitting the **Request for Commission** form:

- **Registry Certificate:** All credential candidates must have a Registry Certificate or must apply to The Registry prior to Commissioning. You *do not* need to include a copy of your certificate; The Registry will confirm your record in its database.
 - **If you have never Applied:** Visit our website at www.the-registry.org to download an application. We will verify if your application has been submitted when we receive your Request for Commission.
 - **If you have Applied but never received a Certificate because you were not eligible or your Application was incomplete/unpaid:** You must submit a One-Year Renewal with the renewal fee and any documentation that was missing previously. The Standard Application may be used as a renewal. Visit our website at www.the-registry.org to download an application.

The Registry Preschool Credential

- **Course Documentation:** Each student must have a transcript or a grade report from the institution where the courses were taken. This transcript/grade report must show that you have successfully completed the five courses required for this credential.

You may submit copies of transcripts printed from the Internet to *schedule* your commission. These courses, however, will not be added to your Registry record until official documentation (transcript or grade report printed by the school) is submitted. Additionally, you will not receive your Credential Certificate until The Registry receives official documentation.

Please note that your credential **will not** be processed until *The Registry* receives a complete transcript or grade reports that verify completion of all five courses. While photocopies are acceptable, documents printed from the Internet or School Registration System is not. You must receive a C- or better in each course to be eligible for the credential.

If you just completed your final course and have not yet received a grade report, you must have your instructor sign your Request for Commission form to verify your successful completion of that course. You must still submit documentation for all other courses. Your credential will not be processed until the grade report is submitted to The Registry.

- **Commission Fee:** Each student is required to pay a \$300 commission fee. Payment in full must be attached to the *Request for a Commission*. The Registry will send you a receipt with your commission confirmation. This 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 the reimbursement process.

The Commission

The Registry Credential Commissioners

Registry Commissioners are early childhood professionals who have been trained to objectively evaluate your Portfolio. Each commissioner has completed at least one of the Wisconsin Professional Credentials. The commissioner has presented a project or a portfolio and has participated in a commission.

The Registry Preschool Credential

Project Review

Commissions will be convened throughout the state several times each year. Candidates who have completed all the course work and their project may submit a Request for a Commission to *The Registry*. In most cases the instructor from your campus will schedule the commission.

The Commission Process

Your portfolio will be reviewed by the commissioner(s) prior to the date of the commission. If you have visuals, such as display/picture boards, samples, blueprints, or scale models do not submit them with the written portion of your Portfolio.

There are two parts to the commission, the Presentation and the Individual Meeting with the Commissioner.

1. **The Presentation:** Your classmates and other commission candidates will be present during your presentation. You will have approximately 3-5 minutes to do *one* of the following:
 - Discuss your favorite category.
 - Present and explain any supporting materials.
 - Discuss a category or part of your portfolio that you found challenging.
2. **Individual Meeting with the Commissioner(s):** You will meet with the commissioner to discuss your individual Portfolio. You may ask your instructor to join you if you wish. This is an opportunity for the commissioner to ask you any questions s/he may have about your Portfolio. The commissioner will give you feedback and comments about your Portfolio.

You will be advised that you have successfully completed the commission during your individual meeting with the commissioner.

If your Portfolio is not complete, the commissioner will advise you of what you need to do to complete the Portfolio. If you are asked to submit additional materials, you will submit them directly to *The Registry*.

Awarding the Credential

You will receive your credential within thirty (30) days of the commission, if you have done the following:

- Successfully completed the commission process.
- Submitted copies of official transcripts or official grade reports for all courses to *The Registry*.
- Paid the commission fee in full

The Registry Preschool Credential

- Received a Registry certificate or submitted a complete application (if your first-time application is put on Hold status, you will not receive your Credential certificate until the necessary fee or information is received and the Hold is removed).

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 Portfolio and your letter of appeal. The Board of Directors will review your appeal at the next regularly scheduled meeting. *The Registry* Board meets three times per year.

Resources in the Appendix

Request for Commission Instructions and Form

The Registry Preschool Credential

Appendices

Appendix A: Montessori Observation Outline Daily Classroom Observation Notes

Date _____

Focus of Observation _____

Number of Children Present _____

Recording

Analysis

The Registry Preschool Credential

Response

The Registry Preschool Credential

Appendix B: Links to Standards and Regulations from Agencies

The National Association for the Education of Young Children (NAEYC)

www.naeyc.org

The Department of Health and Family Services

www.dhfs.state.wi.us/rl_dcfs/

The Wisconsin Model Early Learning Standards

www.collaboratingpartners.com/EarlyLS.htm

Head Start Performance Standards

www.acf.hhs.gov/programs/hsb/performance/

The Registry Preschool Credential

Appendix C: Activity Plan

Kathy Strazishar, Milwaukee Area Technical College

Activity Plan

Name _____

Name of activity _____ Ages of children _____

Circle the type of activity:

creative art story/language music large muscle

sensory table science cooking math

small manipulative _____

Check the type of activity presentation:

_____ large group (all children participating at the same time)

_____ small group (a portion of the children participating at the
same time)

_____ activity choice during free play

number of children participating at the same time _____

The Registry Preschool Credential

Child development skills necessary for the children's success when participating:

1. _____

2. _____

This activity has been planned to stress the following child development skills:

1. _____

2. _____

Why have you chosen to do this activity? _____

Space and /or materials needed (Be specific! Include colors, amounts, sizes, etc.)

Source of materials

The Registry Preschool Credential

_____ all are available at the center/in the classroom

_____ provided, in part, by cooperating teacher

_____ I am providing the following: _____

Teacher preparation needed *before* activity presentation: (ex. mixing of paint, cutting of paper, construction of flannel board characters, etc.)

Teaching Sequence of the Activity

Set-up and arrangement of materials and equipment: _____

What will the teacher (you) do during the activity? _____

The Registry Preschool Credential

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 works be placed?)

The Registry Preschool Credential

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 for 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 stress the child development skills you had planned?

Support your response.

The Registry Preschool Credential

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.

Appendix D: NAEYC Ethical Code of Conduct

The Registry Preschool Credential

A position statement of the National Association for the Education of Young Children

Revised April 2005

Endorsed by the Association for Childhood Education International

Preamble

NAEYC recognizes that those who work with young children face many daily decisions that have moral and ethical implications. The NAEYC Code of Ethical Conduct offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. The Statement of Commitment is not part of the Code but is a personal acknowledgement of an individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. The primary focus of the Code is on daily practice with children and their families in programs for children from birth through 8 years of age, such as infant/toddler programs, preschool and prekindergarten programs, child care centers, hospital and child life settings, family child care homes, kindergartens, and primary classrooms. When the issues involve young children, then these provisions also apply to specialists who do not work directly with children, including program administrators, parent educators, early childhood adult educators, and officials with responsibility for program monitoring and licensing. (Note: See also the "Code of Ethical Conduct: Supplement for Early Childhood Adult Educators," online at <http://www.naeyc.org/about/positions/ethics04.asp>.)

Core Values

Standards of ethical behavior in early childhood care and education are based on commitment to the following core values that are deeply rooted in the history of the field of early childhood care and education. We have made a commitment to

- Appreciate childhood as a unique and valuable stage of the human life cycle
- Base our work on knowledge of how children develop and learn
- Appreciate and support the bond between the child and family
- Recognize that children are best understood and supported in the context of family, culture,¹ community, and society
- Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
- Respect diversity in children, families, and colleagues
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect

Conceptual Framework

The Code sets forth a framework of professional responsibilities in four sections. Each section addresses an area of professional relationships: (1) with children, (2) with families, (3) among colleagues, and (4) with the community and society. Each section includes an introduction to the primary responsibilities of the early childhood practitioner in that context. The introduction is followed by a set of ideals (I) that reflect exemplary professional practice and a set of principles (P) describing practices that are required, prohibited, or permitted.

The Registry Preschool Credential

The ideals reflect the aspirations of practitioners. The principles guide conduct and assist practitioners in resolving ethical dilemmas.² Both ideals and principles are intended to direct practitioners to those questions which, when responsibly answered, can provide the basis for conscientious decision making. While the Code provides specific direction for addressing some ethical dilemmas, many others will require the practitioner to combine the guidance of the Code with professional judgment.

The ideals and principles in this Code present a shared framework of professional responsibility that affirms our commitment to the core values of our field. The Code publicly acknowledges the responsibilities that we in the field have assumed and in so doing supports ethical behavior in our work. Practitioners who face situations with ethical dimensions are urged to seek guidance in the applicable parts of this Code and in the spirit that informs the whole.

Often, "the right answer"-the best ethical course of action to take-is not obvious. There may be no readily apparent, positive way to handle a situation. When one important value contradicts another, we face an ethical dilemma. When we face a dilemma, it is our professional responsibility to consult the Code and all relevant parties to find the most ethical resolution.

Section I: Ethical responsibilities to children

Childhood is a unique and valuable stage in the human life cycle. Our paramount responsibility is to provide care and education in settings that are safe, healthy, nurturing, and responsive for each child. We are committed to supporting children's development and learning; respecting individual differences; and helping children learn to live, play, and work cooperatively. We are also committed to promoting children's self-awareness, competence, self-worth, resiliency, and physical well-being.

Ideals

I-1.1-To be familiar with the knowledge base of early childhood care and education and to stay informed through continuing education and training.

I-1.2-To base program practices upon current knowledge and research in the field of early childhood education, child development, and related disciplines, as well as on particular knowledge of each child.

I-1.3-To recognize and respect the unique qualities, abilities, and potential of each child.

I-1.4-To appreciate the vulnerability of children and their dependence on adults.

I-1.5-To create and maintain safe and healthy settings that foster children's social, emotional, cognitive, and physical development and that respect their dignity and their contributions.

I-1.6-To use assessment instruments and strategies that are appropriate for the children to be assessed that are used only for the purposes for which they were designed, and that have the potential to benefit children.

I-1.7-To use assessment information to understand and support children's development and learning, to

The Registry Preschool Credential

support instruction, and to identify children who may need additional services.

I-1.8-To support the right of each child to play and learn in an inclusive environment that meets the needs of children with and without disabilities.

I-1.9-To advocate for and ensure that all children, including those with special needs, have access to the support services needed to be successful.

I-1.10-To ensure that each child's culture, language, ethnicity, and family structure are recognized and valued in the program.

I-1.11-To provide all children with experiences in a language that they know, as well as support children in maintaining the use of their home language and in learning English.

I-1.12-To work with families to provide a safe and smooth transition as children and families move from one program to the next.

Principles

P-1.1-Above all, we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children. This principle has precedence over all others in this Code.

P-1.2-We shall care for and educate children in positive emotional and social environments that are cognitively stimulating and that support each child's culture, language, ethnicity, and family structure.

P-1.3-We shall not participate in practices that discriminate against children by denying benefits, giving special advantages, or excluding them from programs or activities on the basis of their sex, race, national origin, religious beliefs, medical condition, disability, or the marital status/family structure, sexual orientation, or religious beliefs or other affiliations of their families. (Aspects of this principle do not apply in programs that have a lawful mandate to provide services to a particular population of children.)

P-1.4-We shall involve all those with relevant knowledge (including families and staff) in decisions concerning a child, as appropriate, ensuring confidentiality of sensitive information.

P-1.5-We shall use appropriate assessment systems, which include multiple sources of information, to provide information on children's learning and development.

P-1.6-We shall strive to ensure that decisions such as those related to enrollment, retention, or assignment to special education services, will be based on multiple sources of information and will never be based on a single assessment, such as a test score or a single observation.

P-1.7-We shall strive to build individual relationships with each child; make individualized adaptations in teaching strategies, learning environments, and curricula; and consult with the family so that each child benefits from the program. If after such efforts have been exhausted, the current placement does not meet a child's needs, or the child is seriously jeopardizing the ability of other children to benefit from the program,

The Registry Preschool Credential

we shall collaborate with the child's family and appropriate specialists to determine the additional services needed and/or the placement option(s) most likely to ensure the child's success. (Aspects of this principle may not apply in programs that have a lawful mandate to provide services to a particular population of children.)

P-1.8-We shall be familiar with the risk factors for and symptoms of child abuse and neglect, including physical, sexual, verbal, and emotional abuse and physical, emotional, educational, and medical neglect. We shall know and follow state laws and community procedures that protect children against abuse and neglect.

P-1.9-When we have reasonable cause to suspect child abuse or neglect, we shall report it to the appropriate community agency and follow up to ensure that appropriate action has been taken. When appropriate, parents or guardians will be informed that the referral will be or has been made.

P-1.10-When another person tells us of his or her suspicion that a child is being abused or neglected, we shall assist that person in taking appropriate action in order to protect the child.

P-1.11-When we become aware of a practice or situation that endangers the health, safety, or well-being of children, we have an ethical responsibility to protect children or inform parents and/or others who can.

Section II: Ethical responsibilities to families

Families³ are of primary importance in children's development. Because the family and the early childhood practitioner have a common interest in the child's well-being, we acknowledge a primary responsibility to bring about communication, cooperation, and collaboration between the home and early childhood program in ways that enhance the child's development.

Ideals

I-2.1-To be familiar with the knowledge base related to working effectively with families and to stay informed through continuing education and training.

I-2.2-To develop relationships of mutual trust and create partnerships with the families we serve.

I-2.3-To welcome all family members and encourage them to participate in the program.

I-2.4-To listen to families, acknowledge and build upon their strengths and competencies, and learn from families as we support them in their task of nurturing children.

I-2.5-To respect the dignity and preferences of each family and to make an effort to learn about its structure, culture, language, customs, and beliefs.

I-2.6-To acknowledge families' childrearing values and their right to make decisions for their children.

I-2.7-To share information about each child's education and development with families and to help them

The Registry Preschool Credential

understand and appreciate the current knowledge base of the early childhood profession.

I-2.8-To help family members enhance their understanding of their children and support the continuing development of their skills as parents.

I-2.9-To participate in building support networks for families by providing them with opportunities to interact with program staff, other families, community resources, and professional services.

Principles

P-2.1-We shall not deny family members access to their child's classroom or program setting unless access is denied by court order or other legal restriction.

P-2.2-We shall inform families of program philosophy, policies, curriculum, assessment system, and personnel qualifications, and explain why we teach as we do-which should be in accordance with our ethical responsibilities to children (see Section I).

P-2.3-We shall inform families of and, when appropriate, involve them in policy decisions.

P-2.4-We shall involve the family in significant decisions affecting their child.

P-2.5-We shall make every effort to communicate effectively with all families in a language that they understand. We shall use community resources for translation and interpretation when we do not have sufficient resources in our own programs.

P-2.6-As families share information with us about their children and families, we shall consider this information to plan and implement the program.

P-2.7-We shall inform families about the nature and purpose of the program's child assessments and how data about their child will be used.

P-2.8-We shall treat child assessment information confidentially and share this information only when there is a legitimate need for it.

P-2.9-We shall inform the family of injuries and incidents involving their child, of risks such as exposures to communicable diseases that might result in infection, and of occurrences that might result in emotional stress.

P-2.10-Families shall be fully informed of any proposed research projects involving their children and shall have the opportunity to give or withhold consent without penalty. We shall not permit or participate in research that could in any way hinder the education, development, or well-being of children.

P-2.11-We shall not engage in or support exploitation of families. We shall not use our relationship with a family for private advantage or personal gain, or enter into relationships with family members that might impair our effectiveness working with their children.

The Registry Preschool Credential

P-2.12-We shall develop written policies for the protection of confidentiality and the disclosure of children's records. These policy documents shall be made available to all program personnel and families. Disclosure of children's records beyond family members, program personnel, and consultants having an obligation of confidentiality shall require familial consent (except in cases of abuse or neglect).

P-2.13-We shall maintain confidentiality and shall respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. However, when we have reason to believe that a child's welfare is at risk, it is permissible to share confidential information with agencies, as well as with individuals who have legal responsibility for intervening in the child's interest.

P-2.14-In cases where family members are in conflict with one another, we shall work openly, sharing our observations of the child, to help all parties involved make informed decisions. We shall refrain from becoming an advocate for one party.

P-2.15-We shall be familiar with and appropriately refer families to community resources and professional support services. After a referral has been made, we shall follow up to ensure that services have been appropriately provided.

Section III: Ethical responsibilities to colleagues

In a caring, cooperative workplace, human dignity is respected, professional satisfaction is promoted, and positive relationships are developed and sustained. Based upon our core values, our primary responsibility to colleagues is to establish and maintain settings and relationships that support productive work and meet professional needs. The same ideals that apply to children also apply as we interact with adults in the workplace.

A-Responsibilities to co-workers

Ideals

I-3A.1-To establish and maintain relationships of respect, trust, confidentiality, collaboration, and cooperation with co-workers.

I-3A.2-To share resources with co-workers, collaborating to ensure that the best possible early childhood care and education program is provided.

I-3A.3-To support co-workers in meeting their professional needs and in their professional development.

I-3A.4-To accord co-workers due recognition of professional achievement.

Principles

The Registry Preschool Credential

that diminish their reputations or impair their effectiveness in working with children and families.

P-3A.2-When we have concerns about the professional behavior of a co-worker, we shall first let that person know of our concern in a way that shows respect for personal dignity and for the diversity to be found among staff members, and then attempt to resolve the matter collegially and in a confidential manner.

P-3A.3-We shall exercise care in expressing views regarding the personal attributes or professional conduct of co-workers. Statements should be based on firsthand knowledge, not hearsay, and relevant to the interests of children and programs.

P-3A.4-We shall not participate in practices that discriminate against a co-worker because of sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation.

B-Responsibilities to employers

Ideals

I-3B.1-To assist the program in providing the highest quality of service.

I-3B.2-To do nothing that diminishes the reputation of the program in which we work unless it is violating laws and regulations designed to protect children or is violating the provisions of this Code.

Principles

P-3B.1 - We shall follow all program policies. When we do not agree with program policies, we shall attempt to effect change through constructive action within the organization.

P-3B.2-We shall speak or act on behalf of an organization only when authorized. We shall take care to acknowledge when we are speaking for the organization and when we are expressing a personal judgment.

P-3B.3-We shall not violate laws or regulations designed to protect children and shall take appropriate action consistent with this Code when aware of such violations.

P-3B.4-If we have concerns about a colleague's behavior, and children's well-being is not at risk, we may address the concern with that individual. If children are at risk or the situation does not improve after it has been brought to the colleague's attention, we shall report the colleague's unethical or incompetent behavior to an appropriate authority.

P-3B.5-When we have a concern about circumstances or conditions that impact the quality of care and education within the program, we shall inform the program's administration or, when necessary, other appropriate authorities.

C-Responsibilities to employees

Ideals

The Registry Preschool Credential

I-3C.1-To promote safe and healthy working conditions and policies that foster mutual respect, cooperation, collaboration, competence, well-being, confidentiality, and self-esteem in staff members.

I-3C.2-To create and maintain a climate of trust and candor that will enable staff to speak and act in the best interests of children, families, and the field of early childhood care and education.

I-3C.3-To strive to secure adequate and equitable compensation (salary and benefits) for those who work with or on behalf of young children.

I-3C.4-To encourage and support continual development of employees in becoming more skilled and knowledgeable practitioners.

Principles

P-3C.1-In decisions concerning children and programs, we shall draw upon the education, training, experience, and expertise of staff members.

P-3C.2-We shall provide staff members with safe and supportive working conditions that honor confidences and permit them to carry out their responsibilities through fair performance evaluation, written grievance procedures, constructive feedback, and opportunities for continuing professional development and advancement.

P-3C.3-We shall develop and maintain comprehensive written personnel policies that define program standards. These policies shall be given to new staff members and shall be available and easily accessible for review by all staff members.

P-3C.4-We shall inform employees whose performance does not meet program expectations of areas of concern and, when possible, assist in improving their performance.

P-3C.5-We shall conduct employee dismissals for just cause, in accordance with all applicable laws and regulations. We shall inform employees who are dismissed of the reasons for their termination. When a dismissal is for cause, justification must be based on evidence of inadequate or inappropriate behavior that is accurately documented, current, and available for the employee to review.

P-3C.6-In making evaluations and recommendations, we shall make judgments based on fact and relevant to the interests of children and programs.

P-3C.7-We shall make hiring, retention, termination, and promotion decisions based solely on a person's competence, record of accomplishment, ability to carry out the responsibilities of the position, and professional preparation specific to the developmental levels of children in his/her care.

P-3C.8-We shall not make hiring, retention, termination, and promotion decisions based on an individual's sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation. We shall be familiar with and observe laws and regulations that pertain to employment discrimination. (Aspects of this principle do not apply to programs that have a lawful mandate to determine

The Registry Preschool Credential

eligibility based on one or more of the criteria identified above.)

P-3C.9-We shall maintain confidentiality in dealing with issues related to an employee's job performance and shall respect an employee's right to privacy regarding personal issues.

Section IV:

Ethical responsibilities to community and society

Early childhood programs operate within the context of their immediate community made up of families and other institutions concerned with children's welfare. Our responsibilities to the community are to provide programs that meet the diverse needs of families, to cooperate with agencies and professions that share the responsibility for children, to assist families in gaining access to those agencies and allied professionals, and to assist in the development of community programs that are needed but not currently available.

As individuals, we acknowledge our responsibility to provide the best possible programs of care and education for children and to conduct ourselves with honesty and integrity. Because of our specialized expertise in early childhood development and education and because the larger society shares responsibility for the welfare and protection of young children, we acknowledge a collective obligation to advocate for the best interests of children within early childhood programs and in the larger community and to serve as a voice for young children everywhere.

The ideals and principles in this section are presented to distinguish between those that pertain to the work of the individual early childhood educator and those that more typically are engaged in collectively on behalf of the best interests of children-with the understanding that individual early childhood educators have a shared responsibility for addressing the ideals and principles that are identified as "collective."

Ideal (Individual)

1-4.1-To provide the community with high-quality early childhood care and education programs and services.

Ideals (Collective)

I-4.2-To promote cooperation among professionals and agencies and interdisciplinary collaboration among professions concerned with addressing issues in the health, education, and well-being of young children, their families, and their early childhood educators.

I-4.3-To work through education, research, and advocacy toward an environmentally safe world in which all children receive health care, food, and shelter; are nurtured; and live free from violence in their home and their communities.

I-4.4-To work through education, research, and advocacy toward a society in which all young children have access to high-quality early care and education programs.

I-4.5-To work to ensure that appropriate assessment systems, which include multiple sources of information,

The Registry Preschool Credential

are used for purposes that benefit children.

I-4.6-To promote knowledge and understanding of young children and their needs. To work toward greater societal acknowledgment of children's rights and greater social acceptance of responsibility for the well-being of all children.

I-4.7-To support policies and laws that promote the well-being of children and families, and to work to change those that impair their well-being. To participate in developing policies and laws that are needed, and to cooperate with other individuals and groups in these efforts.

I-4.8-To further the professional development of the field of early childhood care and education and to strengthen its commitment to realizing its core values as reflected in this Code.

Principles (Individual)

P-4.1-We shall communicate openly and truthfully about the nature and extent of services that we provide.

P-4.2-We shall apply for, accept, and work in positions for which we are personally well-suited and professionally qualified. We shall not offer services that we do not have the competence, qualifications, or resources to provide.

P-4.3-We shall carefully check references and shall not hire or recommend for employment any person whose competence, qualifications, or character makes him or her unsuited for the position.

P-4.4-We shall be objective and accurate in reporting the knowledge upon which we base our program practices.

P-4.5-We shall be knowledgeable about the appropriate use of assessment strategies and instruments and interpret results accurately to families.

P-4.6-We shall be familiar with laws and regulations that serve to protect the children in our programs and be vigilant in ensuring that these laws and regulations are followed.

P-4.7-When we become aware of a practice or situation that endangers the health, safety, or well-being of children, we have an ethical responsibility to protect children or inform parents and/or others who can.

P-4.8-We shall not participate in practices that are in violation of laws and regulations that protect the children in our programs.

P-4.9-When we have evidence that an early childhood program is violating laws or regulations protecting children, we shall report the violation to appropriate authorities who can be expected to remedy the situation.

P-4.10-When a program violates or requires its employees to violate this Code, it is permissible, after fair assessment of the evidence, to disclose the identity of that program.

Principles (Collective)

The Registry Preschool Credential

P-4.11-When policies are enacted for purposes that do not benefit children, we have a collective responsibility to work to change these practices.

P-4.12-When we have evidence that an agency that provides services intended to ensure children's well-being is failing to meet its obligations, we acknowledge a collective ethical responsibility to report the problem to appropriate authorities or to the public. We shall be vigilant in our follow-up until the situation is resolved.

P-4.13-When a child protection agency fails to provide adequate protection for abused or neglected children, we acknowledge a collective ethical responsibility to work toward the improvement of these services.

Glossary of Terms Related to Ethics

Code of Ethics	Defines the core values of the field and provides guidance for what professionals should do when they encounter conflicting obligations or responsibilities in their work.
Values	Qualities or principles that individuals believe to be desirable or worthwhile and that they prize for themselves, for others, and for the world in which they live.
Core Values	Commitments held by a profession that are consciously and knowingly embraced by its practitioners because they make a contribution to society. There is a difference between personal values and the core values of a profession.
Morality	Peoples' views of what is good, right, and proper; their beliefs about their obligations; and their ideas about how they should behave.
Ethics	The study of right and wrong, or duty and obligation, that involves critical reflection on morality and the ability to make choices between values and the examination of the moral dimensions of relationships.
Professional Ethics	The moral commitments of a profession that involve moral reflection that extends and enhances the personal morality practitioners bring to their work, that concern actions of right and wrong in the workplace, and that help individuals resolve moral dilemmas they encounter in their work.
Ethical Responsibilities	Behaviors that one must or must not engage in. Ethical responsibilities are clear-cut and are spelled out in the Code of Ethical Conduct (for example, early childhood educators should never share confidential information about a child or family with a person who has no legitimate need for knowing).

The Registry Preschool Credential

Ethical Dilemma A moral conflict that involves determining appropriate conduct when an individual faces conflicting professional values and responsibilities.

Sources for Glossary Terms and Definitions

Feeney, S., & N. Freeman. 1999. *Ethics and the early childhood educator: Using the NAEYC code*. Washington, DC: NAEYC.

Kidder, R.M. 1995. *How good people make tough choices: Resolving the dilemmas of ethical living*. New York: Fireside.

Kipnis, K. 1987. How to discuss professional ethics. *Young Children* 42 (4): 26-30.

Work Group for the Revision of the Code of Ethical Conduct		
Mary Ambery	Ruth Ann Ball	James Clay
Julie Olsen Edwards	Harriet Egertson	Anthony Fair
Stephanie Feeney	Jana Fleming	Nancy Freeman
Marla Israel	Allison McKinnon	Evelyn Wright Moore
Eva Moravcik	Christina Lopez Morgan	Sarah Mulligan
Nila Rinehart	Betty Holston Smith	Peter Pizzolongo, NAEYC Staff

The National Association for the Education of Young Children ("NAEYC") is a nonprofit corporation, tax exempt under Section 501(c)(3) of the Internal Revenue Code, dedicated to acting on behalf of the needs and interests of young children. The NAEYC Code of Ethical Conduct ("Code") has been developed in furtherance of NAEYC's nonprofit and tax-exempt purposes. The information contained in the Code is intended to provide early childhood educators with guidelines for working with children from birth through age 8. Use, reference to, or review of the Code does not guarantee compliance with NAEYC Early Childhood Program Standards and Accreditation Performance Criteria and program accreditation procedures. It is recommended that the Code be used as guidance in connection with implementation of the NAEYC Program Standards, but such use is not a substitute for diligent review and application of the NAEYC Program Standards.

NAEYC has taken reasonable measures to develop the Code in a fair, reasonable, open, unbiased, and objective manner, based on currently available data. However, further research or developments may change the current state of knowledge. Neither NAEYC nor its officers, directors, members, employees, or agents

The Registry Preschool Credential

will be liable for any loss, damage, or claim with respect to any liabilities, including direct, special, indirect, or consequential damages incurred in connection with the Code or reliance on the information presented.

Statement of Commitment⁴

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability I will

- Never harm children
- Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Stay informed of and maintain high standards of professional conduct.
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct

¹ Culture includes ethnicity, racial identity, economic level, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world.

² There is not necessarily a corresponding principle for each ideal.

³ The term family may include those adults, besides parents, with the responsibility of being involved in educating, nurturing, and advocating for the child.

⁴ This Statement of Commitment is not part of the Code but is a personal acknowledgement of the individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. It is recognition of the moral obligations that lead to an individual becoming part of the profession.

This statement may be purchased as a brochure, and the Statement of Commitment is available as a poster suitable for framing. See our catalog for ordering information.

© National Association for the Education of Young Children

1509 16th St. N.W. Washington DC 20036 (202) 232-8777 || (800) 424-2460 || webmaster@naeyc.org

The Registry Preschool Credential

Appendix E: Sample Professional Development Plans

Professional Reflection and Planning

This is a self-assessment tool for 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. **Emerging** – (beginning to grow),
2. **Strong** – (established ideas and routines), and
3. **Risk Taking** –(you have done something over and beyond your strong performance).

After you have established your level write a comment indicating your 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

The Registry Preschool Credential

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:

The Registry Preschool Credential

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:

The Registry Preschool Credential

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:

The Registry Preschool Credential

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. _____

The Registry Preschool Credential

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

The Registry Preschool Credential

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

The Registry Preschool Credential

The Registry Preschool Credential

Work Plan

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

Steps to achieve goal	Timeline (be specific)

Appendix F: Observer Qualifications

The Qualified Observer must meet the following requirements:

- Has a minimum of an Associate Degree
OR
- Is a trained Mentor
OR
- Is an Administrator who has completed the Administrator's Credential
- Is not employed by the same program as the person being observed
- Has attended training for Observers as approved by The Registry

Note: A list of qualified Observers may become available on T-Net (www.t-net.org) in 2007.

The Registry Preschool Credential

Appendix G: Guiding Principles of the Model Early Learning Standards

The Early Learning Standards Advisory Committee has established the following *Guiding Principles* to inform the development and application of Early Learning Standards in Wisconsin. These guiding principles reflect the knowledge base in scientific research, our values, and our commitment to young children and families.

- 1. All children are capable and competent.** Development and learning begins at birth, for all children and in all settings. The Early Learning Standards support practices that promote development and protect young children from the harm that results from inappropriate expectations. In this, they are aligned with ethical principles of the early childhood profession.
- 2. A child's early learning and development is multidimensional.** Developmental domains are highly interrelated. The Early Learning Standards reflect the inter-connectedness of the domains of children's development: social and emotional development, approaches to learning, language development and communication, health and physical development, and cognition and general knowledge.
- 3. Expectations for children must be guided by knowledge of child growth and development.** The Early Learning Standards are based on research about the processes and sequences of young children's learning and development, and the conditions under which children develop to their fullest potential.
- 4. Children are individuals who develop at various rates.** The Early Learning Standards recognize that there are individual rates of development and learning across any age range.
- 5. Children are members of cultural groups that share developmental patterns.** The Early Learning Standards acknowledge that children's development and learning opportunities reflect the cultural and linguistic diversity of children, families and environments.
- 6. Children exhibit a range of skills and competencies within any domain of development.** The Early Learning Standards support the development of optimal learning experiences that can be adapted for individual developmental patterns.

The Registry Preschool Credential

- 7. Children learn through play and the active exploration of their environment.** The Early Learning Standards reflect the belief that children should be provided with opportunities to explore and apply new skills through child initiated and teacher-initiated activities, and through interactions with peers, adults and materials. Teachers and families can best guide learning by providing these opportunities in natural, authentic contexts.
- 8. Parents are children’s primary and most important caregivers and educators.** Families, communities and schools all have significant roles to play in terms of what opportunities are available to children, and how well a child is able to advantage of those learning opportunities.

Wisconsin Model Early Learning Standards now available to download at
www.collaboratingpartners.com

For copies contact: Wisconsin Child Care Information Center

Phone: 800-362-7353 or 608-224-5388

Email: ccic@dpi.state.wi.us

The Registry Preschool Credential

Appendix H: Ten Teacher Standards

Ten Standards for Teacher Development and Licensure

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

- 1. Teachers know the subjects they are teaching.**
The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- 2. Teachers know how children grow.**
The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- 3. Teachers understand that children learn differently.**
The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- 4. Teachers know how to teach.**
The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.
- 5. Teachers know how to manage a classroom.**
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. Teachers communicate well.**
The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. Teachers are able to plan different kinds of lessons.**
The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
- 8. Teachers know how to test for student progress.**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
- 9. Teachers are able to evaluate themselves.**
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

The Registry Preschool Credential

10. Teachers are connected with other teachers and the community.

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

Note: More in-depth information about each of these Standards may be found Online at the following link: <http://dpi.wi.gov/tepd/pdf/10kdp.pdf>