
The Registry Infant Toddler Credential

Preparing your
Portfolio

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Why Create 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 Wisconsin Professional Infant Toddler 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 four credential courses. The credential courses are the following:

- 10-307-151 ECE: Infant and Toddler Development (or the credential curriculum developed by Janet Gonzalez-Mena)
- Group Care for Infants and Toddlers
- 10-307-105 ECE Family and Community Relations or the credential curriculum developed by Janet Gonzalez-Mena)
- Credential Capstone (may substitute for Practicum 2)

The Capstone Course must be taken last.

The Mentor Protégé Class will not substitute for the Capstone Course after September 2006 with the implementation of the Statewide Curriculum.

A portfolio gives you the opportunity to do the following:

- Present a comprehensive collection of your work to show that you have internalized the outcomes of The Wisconsin Infant Toddler Professional Credential course work.
- Self-reflect.
- Validate the completion of this step of your Professional Development Plan.

Although your Portfolio will be unique to you, there are certain specific requirements that must be met in order for you to complete The Wisconsin Infant Toddler Professional 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 and Required Sequence of Your Portfolio

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

- The candidate's name should be on the outside cover of the portfolio
- Include a title page.

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- Label each section and category.
- Use dividers/tabs between categories.
- Categories must be in the required sequence
- Each category must include the sample and the explanation of the 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

- A. Autobiography with your picture
- B. Philosophy Statement
- C. Resume
- D. Professional Development Plan
- E. Optional Items to illustrate Professional Contributions

SECTION 2: Categories with Samples

- A. Family and Community
- B. Program Management
- C. Growth and Development Birth to Thirty-Six Months of Age
- D. Guidance
- E. Developmentally Appropriate Environments
- F. Observation and Planning
- G. Observation and Assessment
- H. Best Practices

Contents of Your Portfolio

Introduction

The Introductory Section Must Include the Following 4 Pieces of Information (#5 is optional):

1. Your Autobiography (**2 pages** maximum) and a picture of yourself.
2. Your personal Philosophy Statement (**1 page**) on caring for infants and toddlers.
3. Your Resume.
4. Your Professional Development Reflection and Planning in Appendix A
5. **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, and documentation of professional training.

My Philosophy and Goals

Guidelines to assist you in writing your philosophy:

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Reflect and write a response to the following questions to guide in identifying your program philosophy and goals.

1. My philosophy of infant-toddler care (importance of routines as learning experiences, discipline, etc.):
 - a. This is what I value about infants and toddlers
 - b. This is what I believe what is important for nurturing their growth and development
2. Important practices in my infant-toddler program
3. My goals
 - a. For infants and toddlers are
 - b. For families are

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:

- Verification statement that you have obtained a signed written permission from each child's parent or guardian (see Appendix)".
- 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.

Samples of Your Work

- Samples are the "**what**" of your portfolio.
- Samples are of **your own work** related to children birth to three years of age.
- Each sample should represent knowledge you have gained from the credential courses.
- 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, oral or written*.

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Your Explanation must do the following:

1. Tell what the sample is.
2. Tell why you chose it as the best example of your work.
3. Show how the sample fits the category.
4. Show how the sample demonstrates the knowledge you gained in your course work.
5. Show how it demonstrates a culturally sensitive, anti-bias perspective.
6. Be communicated in clear, complete sentences. Be sure to check your written work for spelling and grammatical errors.

*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.

The Eight Categories

On the following pages you will find **eight (8)** required Portfolio categories. You are required to include in your portfolio **eight (8)** samples of your work. The samples you choose to include should demonstrate your very best work.

Each category must include the following:

- ▼ A carefully selected sample that represents your best work.
- ▼ One (1) sample for each category A, B, C, D, E, F, G and H.
- ▼ An explanation for each sample you include, with the exception of Category H that will contain your sample only.

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Category A: Family and Community

This category will include evidence that demonstrates your skills in serving families. Samples chosen for this category should show your cultural sensitivity, communication skills and/or promotion of family involvement in your program. The sample chosen must meet the criteria in the checklist below. Samples may include any item that meets the criteria in the checklist for this category.

Some examples are:

- A letter written to families.
- A daily parent/teacher communication system developed by you.
- A video tape of a parent conference in which you participated.
- Photographs that reflect your use of community agencies and resources in supporting your program.
- An example of a multi-cultural/anti-bias classroom activity that you have provided for children in your program.
- A case study of a family referred for service.
- Involvement events for parents designed, planned or implemented by you.
- A personal resource file of community services.
- A newsletter that is sent to families.

Checklist for Category A

Does your sample...

- ▼ Show cultural sensitivity?
- ▼ Show your communication skills?
- ▼ Show your knowledge and use of community agencies?
- ▼ Show how your sample was used to promote family involvement?
- ▼ Maintain family confidentiality?

Category B: Program Management

Evidence in this category will demonstrate your knowledge of the “business” aspects of a comprehensively effective Infant Toddler Program. Being part of a quality program involves all employees in an awareness of basic business practices. Examples for your portfolio may include any item that meets the criteria in the checklist below.

Some examples are:

- A description of the ways in which your classroom meets a specific aspect of accreditation or licensing criteria.
- A journal describing your advocacy work.
- Evidence of a fundraising activity in which you participated.
- A classroom budget developed or implemented by you with an explanation of the choices made.
- A description of a classroom policy development process and final policy, related to, for example, biting, provision of supplies from home, potty training, or guidance.

Checklist for Category B

Does your sample...

- ▼ Demonstrate your knowledge of the business and/or regulatory aspects of your program?
- ▼ Describe how your staff participates in decision-making (for example; in center policy development; budget choices, etc.)?
- ▼ Show how you meet business/regulatory needs?

Category C: Growth and Development Birth to Thirty-Six Months of Age

Evidence in this category will demonstrate your knowledge of the developmental milestones of children from birth to age three years and the ways in which you facilitate healthy development in young children. Your sample may include any item that meets the criteria in the checklist for this category.

Some examples are:

1. A written profile of a child's skills in each development area with description of how you responded to the child's needs.
2. A journal of the process you used to facilitate bonding with a specific child.
3. Examples of opportunities you provided to meet a child's individual needs
4. A video showing a child's developmental stage with your written interpretation and response to the child's identified needs, which covers all domains of development.
5. The activity plan you use in your center with documentation of opportunities you provide for your children.

Checklist for Category C

Does your sample...

- ▼ Demonstrate your knowledge of developmental milestones of children birth to three years of age?
- ▼ Show ways in which you facilitated healthy development in children birth to thirty-six months of age?
- ▼ Show sensitivity to individual cultural differences?
- ▼ Document how you maintain confidentiality?

Category D: Guidance

Evidence in this category will demonstrate your knowledge of how it is possible to guide children while creating a sense of self-discipline in a child. Your sample may include any item that meets the criteria in the checklist for this category.

Some examples are:

1. An audio tape demonstrating your ability to calm and comfort children. The tape should include a verbal explanation of the teacher/child interaction.
2. An anecdotal report of how you successfully addressed a child's challenging behavior over a period of time.
3. A case study of a family referral.
4. A written behavior management plan.
5. Description of the guidance techniques you use with specific examples to illustrate their effectiveness. Include two resources that support the technique.

Checklist for Category D

Does your sample...

- ▼ Document how you guide children's behavior?
- ▼ Give examples of how you promote self-discipline in young children?
- ▼ Show sensitivity to individual and cultural differences?
- ▼ Maintain confidentiality?

Category E: Developmentally Appropriate Environments

Evidence in this category will demonstrate your understanding of how a developmentally appropriate environment **contributes** to a child's development. You will show how you meet the developmental needs of children birth to thirty-six months of age by providing a safe, nurturing, enriched environment. Your sample may include any item that meets the criteria in the checklist for this category.

Some examples are:

1. Photographs or drawings of your classroom, with a description of how the environment meets the safety and health needs of infants and toddlers.
2. A description of how the environment meets the cognitive/social/motor needs of the children.
3. Examples of how you have adapted materials or curriculum for children with special needs.
4. An inventory of the play/learning materials used in your classroom with an explanation of how the choices are developmentally appropriate for the children in your care.

Checklist for Category E

Does your sample...

- ▼ Reflect the diversity of children and families enrolled in your program?
- ▼ Show that your classroom environment is developmentally appropriate and culturally sensitive to the children in your care?
- ▼ Show how your classroom environment is safe, nurturing and enriching for the infants and toddlers in your care?
- ▼ Maintain confidentiality?

Category F: Observation and Planning

Evidence in this category will demonstrate your ability to gather accurate, objective information through observation and to use that information to plan the environment and appropriate activities for infants and toddlers. You will provide documented examples of how you use observation to develop an effective curriculum. Your samples may include any item that meets the criteria in the checklist for this category.

Some examples are:

1. An explanation of how and why your particular observation and planning tools were selected and used.
2. Your written observation of a child with a description of how you used the observations as a basis for specific planning for that child.
3. Your video or photo display of an observation of a child with a description of how you used the observations as a basis for specific planning for that child.
4. Examples of individualized “curriculum” planning based on your informal observations of children.

Checklist for Category F

Do your samples show that you...

- ▼ Gathered your information through direct observations?
- ▼ Used the information to plan the environment or activities?
- ▼ Reflected on the knowledge you gained from the observations to develop a responsive curriculum?
- ▼ Showed sensitivity to cultural and individual differences?
- ▼ Maintained confidentiality?

Category G: Observation and Assessment

Evidence in this category will demonstrate your ability to gather accurate, objective information through observation and to use that information to assess children's development and/or teacher practices. Your documented examples may show how you use observation and assessment to evaluate a child's developmental progress or may show how you evaluate the effectiveness of your own teaching practices. Your samples may include any item that meets the criteria in the checklist for this category.

Some examples are:

1. An explanation of how and why your particular observation and assessment tools were selected and used.
2. Your sequential observation record of one child over a period of 3 months noting growth, maturational and behavioral developments/changes.
3. A video of you interacting with infants or toddlers during an activity and a written analysis of what worked well and why and what you might change and why.

Checklist for Category G

Do your samples show that you...

- ▼ Gathered your information through direct observations?
- ▼ Used the information to assess the child's behavior or development or teaching practices?
- ▼ Reflected on the knowledge you gained from the observations to develop a responsive curriculum?
- ▼ Showed sensitivity to cultural and individual differences?
- ▼ Maintained confidentiality?

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Category H: Best Practices

Evidence in this category will demonstrate your ability to apply in the workplace the theories and competencies you have learned in the Infant Toddler Professional Credential courses. You will provide samples that show how you provide care for infants and toddlers using recognized BEST PRACTICES.

Some examples are:

1. Written narrative observations of your work by a qualified observer.
A qualified observer would be:
 - An Infant Toddler Credential Recipient
 - A trained Mentor with experience in an infant toddler program
 - Someone who is not employed in the same program as the person being observed
 - Someone who has had training and experience using ITERS
2. The Infant Toddler Environmental Rating Scale (ITERS) by Harms and Cryer completed by a qualified observer.
3. A “Supervised Demonstration of Best Practice Checklist” (Developed by Joan Klinkner) completed by a qualified observer. Appendix B
4. Observation/evaluation reports from supervised practicum placements with infants and toddlers, including the name and contact information of the observers.

Checklist for Category H

Does your sample show that you...

- ▼ Appropriately nurture the development of infants and toddlers?
- ▼ Provide a developmentally appropriate environment for infants and toddlers?
- ▼ Provide a culturally appropriate environment for infants and toddlers?
- ▼ Use professionally appropriate communication?
- ▼ Support the cultural integrity of families?
- ▼ Follow professional policies, practice, and procedures?

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Receiving The Registry Infant Toddler 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 Request for Commission form to The Registry.
3. If Request Form is complete, 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.

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- **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 four 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 four courses. While photocopies are acceptable, documents printed from the Internet or School Registration System are 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.

- **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.

Portfolio Review

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

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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
- 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

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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.

Professional Development Reflection and Planning

Adapted from the New Vision Assessment

Reflections

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

1. What excites you MOST about your job?

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

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

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

1. _____
2. _____
3. _____

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5. Which Professional Organizations are you currently involved in?
- a. _____ National Association for the Education of Young Children
 - b. _____ Wisconsin Early Childhood Association
 - c. _____ Local AEYC Affiliate
 - d. _____ Wisconsin Family Child Care Association
 - e. _____ Wisconsin Child Care Administrators Association
 - f. _____ Local Family Child Care Support Group
 - j. _____ Other, please specify

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

Child-Care Giver Relationships

Observation and Planning

Learning Environment

Guiding Children

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Parent Relationships

Health and Safety

Community Involvement

Advocacy

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Planning

Take some time now to look at the previous forms you just completed. Reflect on recurring strengths, area of improvement, interests, desires and challenges. 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

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Video/Photo Permission Form

I give permission for the video or photo of my child

Child's name

to be included in the Infant Toddler Professional Credential Portfolio of

Name of portfolio author

Signature _____

Parent or guardian

Date _____

Video/Photo Permission Form

I give permission for the video or photo of my child

Child's name

to be included in the Infant Toddler Professional Credential Portfolio of

Name of portfolio author

Signature _____

Parent or guardian

Date _____

Verification Video/Photo Permission

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

Signature _____

(Portfolio Author)

Date _____