The Registry Supporting Dual Language Learners Credential

Preparing your Portfolio

2018

2908 Marketplace Drive #103 | Fitchburg, Wisconsin 53719

www.the-registry.org

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Read this Booklet Carefully and Completely
Before Beginning Your Credential Portfolio

Definition of Terms

Portfolio: A collection of work to reflect your learning experiences and display your application of knowledge through completing the course work for a Registry Credential. This is packaged in a 3-ring binder or e-Portfolio program to complete the requirements for commission.

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

Artifacts/Work Samples: Supporting documentation

Reasons for Creating a Portfolio

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

- Present a comprehensive collection of your work to demonstrate your ability to integrate and apply the knowledge and skills taught in the credential into best practice.
- Use self-reflective skills to advance and plan for future professional development.
- Validate your competency within the field as a professional.

Although each portfolio will be unique, there are specific requirements that must be met to complete a Registry Credential. Your portfolio is a compilation of artifacts created while completing the following four credential courses:

Course 1: Introduction to Dual Language in Early Childhood
Course 2: Components of a Quality Dual Language Program
Course 3: Supporting Language Acquisition in Early Childhood Dual Language Learners
Course 4: Capstone—Assessment of Dual Language Learners in Early Childhood

The Dual Language Leaners Credential courses were designed to follow a sequence and must be completed in the prescribed order.

Your portfolio will be presented to a Registry Commissioner who will determine if you have met all requirements for the credential. This guide will provide you with the information you need to successfully put your portfolio together.

Overall Composition and Required Sequence of Your Portfolio

It is highly recommended that the portfolio be completed electronically, however you may elect to create a type written document presented in a three-ring binder format.

- Be sure you have all original documents saved on a secure drive (flash drive, etc.) before mailing your portfolio to the Commissioner.
- If you are submitting videos, post them privately to YouTube for Commissioner viewing. Tutorials on how to safely post a video to YouTube are found in the Student Commission Toolkit. **Do not send them on a flash drive or any other kind of device; they will not be viewed.**
- Clearly label your portfolio and any pieces of your project with your name. Be sure any items that are part of your project can be easily identified.

When creating an electronic portfolio, check with your Capstone instructor for the e-Portfolio program used by the college. Examples of e-Portfolio sites include:

- Blogger (https://www.blogger.com/about/?r=1-null_user)
- LiveBinders (http://www.livebinders.com)
- Google Sites (https://sites.google.com/site/eportfolioapps/)
- Weebly (https://www.weebly.com/)

As a precaution, back up ALL your documents onto a secure drive (flash drive, etc.). The electronic portfolio will be organized much as you would a three-ring binder. You will create and use tabs just as you would use tabs in a binder to set up and organize materials into categories. While certain content is required, individuals have a great deal of flexibility and creativity in making portfolios attractive, but the content of what you choose to include is more important as it demonstrates the range and depth of your knowledge and skills. Written work must be clearly written, grammatically correct and contain minimal spelling errors.

Before you send your e-Portfolio, don't forget to check the privacy settings on the e-Portfolio program to be sure the Commissioner will have access. When emailing your e-Portfolio link to the Commissioner, be sure to include any permissions and/or passwords needed to view the portfolio. **Remember e-Portfolio programs are public sites, so you should not include YouTube video links, sensitive personal information, or financial documents within your e-Portfolio for confidentiality reasons.** Instead, send any confidential documents in a separate email to the Commissioner and follow the directions for safe video sharing.

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

- The candidate's name should be on the first page of the e-Portfolio or on the outside cover of the physical binder portfolio.
- Include a title page and table of contents.
- Label each section and use tabs for each section and category of an e-Portfolio or dividers/tabs between each section of a physical binder.
- Categories must be in the required sequence.
- Each category must include the required portfolio components noted in each content category.
- Strive to make your portfolio creative and attractive with written work that is clear, legible, descriptive, grammatically correct and without spelling errors.

Introductory Section

1. Candidate Name and Contact Information
2. Authenticity Statement
3. Autobiography
4. Resume
5. Summary of Growth

Dual Language Learner Toolkit Section

1. Philosophy
2. Observation & Advocacy
3. Key Elements
4. Language Acquisition
5. Teaching Cycle & Assessment

Project Section

1. Capstone Project
    - Project Overview
    - Project Approach
    - Project Implementation
    - Project Evaluation
    - References and Resources

Contents of Your Portfolio

Introductory Section

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

1. Name and Contact Information (1 page)
2. Authenticity Statement
3. Autobiography
    - Reflect on the life experiences that influenced you to pursue a career in early childhood. It may reflect your life from childhood to the present or address only the areas of your life that directly influenced your career path.
    - 2 pages maximum, double-spaced
    - This can be one from a previous credential.
4. Professional Resume
5. Summary of Growth
    - Your summary will describe how your participation in this credential accomplished the following:
        i. Enhanced the development of your skills in supporting dual language learners
        ii. Improved your effectiveness in supporting a dual language program with children, families and staff
        iii. Challenged you to risk going beyond your comfort level
        iv. Made an impact in your program and/or community
        v. Includes your plans for the future.

Dual Language Learner Toolkit Section

The work samples that are developed for this section will provide a "toolkit" to guide you as you continue to develop your program. Each work sample is taken from a credential course and must include a rationale.

The Supporting Dual Language Learners Toolkit must include the following five (5) items:

1. Personal Philosophy Statement on teaching children who are dual language learners (DLL). Reflect and write an informed response to the guiding statements below. (1-page maximum)
    - My philosophy of early childhood education for children who are dual language learners:
        - This is what I value about children who are dual language learners.
        - This is what I believe is important for nurturing the growth and development of children who are dual language learners.
    - Important practices in my early childhood classroom and program.
    - My goals
        - For children who are dual language learners are _____.
        - For families of children who are dual language learners are _____.
2. Observation & Advocacy
    a. **This is a 2-part entry.** Include both your Observation Assignment (three parts) *AND* your Advocacy Paper from Course 1: Introduction to Dual Language in Early Childhood.
    b. Reflect, revise and update this first draft to integrate the new knowledge you have acquired from completing the four credential courses. This update will demonstrate how you have practiced and implemented best practices into your work.
    c. Include with your 2-part entry a rationale that addresses the following:
        i. Explain the impact completing the observation assignment and advocacy paper had on you and/or your program.
        ii. Write 4-5 sentences to describe what you learned about observation and advocacy, and how you applied the knowledge to your teaching and/or program.
3. Key Elements
    a. Include your Key Elements Analysis (including all seven key elements) from Course 2: Components of a Quality Dual Language Program
    b. Reflect, revise and update this first draft to integrate the new knowledge you have acquired from completing the four credential courses. This update will demonstrate how you have practiced and implemented best practices into your work.
    c. Include with your entry a rationale that addresses the following:
        i. Explain the impact completing the key elements analysis had on you and/or your program.
        ii. Write 4-5 sentences to describe what you learned about the seven key elements, and how you applied the knowledge to your teaching and/or program.
4. Language Acquisition
    a. **This is a 2-part entry.** Include both your Literature Extension Activity (story stretcher) *AND* Photo Narration from Course 3: Supporting Language Acquisition in Early Childhood Dual Language Learners.
    b. Reflect, revise and update this first draft to integrate the new knowledge you have acquired from completing the four credential courses. This update will demonstrate how you have practiced and implemented best practices into your work.
    c. Include with your 2-part entry a rationale that addresses the following:

        i. Explain the impact completing the literature extension activity and photo narration had on you and/or your program.
        ii. Write 4-5 sentences to describe what you learned about language acquisition, and how you applied the knowledge to your teaching and/or program.
5. Teaching Cycle & Assessment
    a. Include your Teaching Cycle Artifact (three parts) in Course 4: Assessment of Dual Language Learners in Early Childhood.
    b. Reflect, revise and update this first draft to integrate the new knowledge you have acquired from completing the four credential courses. This update will demonstrate how you have practiced and implemented best practices into your work.
    c. Include with your entry a rationale that addresses the following:
        i. Explain the impact completing the teaching cycle had on you and/or your program.
        ii. Write 4-5 sentences to describe what you learned about the assessment, and how you applied the knowledge to your teaching and/or program.

Capstone Project Section

Your Capstone Project demonstrates your ability to integrate and apply the knowledge and skills in supporting dual language learners taught in the credential courses. Your Capstone Project will give you the opportunity to:

- Apply the comprehensive knowledge learned from the Supporting Dual Language Learners Credential courses.
- Reflect on your general beliefs and attitudes on dual language programming.
- Complete a project that is relevant to your work in the field of early care and education.

Choose one of the four (4) project options.

1. *Child and Family Case Study*
    - Identify a child who is a dual language learner you did not work with previously any of the courses. Use interview (child and family) and observation strategies to develop a rich case study showcasing the child's current level development across each of the five WMELS domains. Use an asset-based lens while describing how the child's acquisition of each language impacts their overall development. Include photographs and interview notes in your artifact; interpreting these for the reader to help them understand what you learned from each.
2. *Virtual Classroom Tour*
    - Apply what you learned throughout the courses to make changes to your classroom environment; making it a more welcome and supportive environment for children from various language and cultural backgrounds. Create a Power Point presentation, showing the changes you made and provide a research-based rationale for each change noted. PPT must show evidence of a minimum of 10-12 changes.
3. *Using a Holistic Framework*
    - Create strategies describing how you will support children who are dual language learners through a holistic approach; one that includes the heart, mind and body of supporting children who are dual language learners. (from www.childrenflow.com)
        i. Heart – developing trusting relationships, supporting social and emotional development, encouraging peer relationships, and collaborating with families
        ii. Mind – using authentic assessment, supporting language acquisition and cognitive development, providing individualized supports

iii. Body – mission/vision related to serving children who are dual language learners, creating a supportive learning environment, developing supportive classroom routines, using an appropriate curriculum

4. *Your Choice*
   - Develop an individual plan or strategy for quality improvement that incorporates many aspects of program development that is relevant to your program and/or work in the field. Your project plan requires the approval of your Capstone instructor. Consider the development of an additional tool for your Supporting Dual Language Learners Toolkit or developing a plan or strategy for implementing a new component to your program you did not realize was missing before taking this credential. Your project needs to be something *new* that you have done or is something you are in the processing of completing. *NOTE: Your Capstone Project must be your own ideas and work. It cannot be a project that is done by others in your program that you helped with.*

Capstone Project Requirements

- Your full Capstone Project must be uploaded, or a copy included, in your portfolio, with the required components clearly labeled.
- Your Capstone Project must incorporate applications of theory and/or practice from each credential course.
  - **Cite within your project 3-5 objectives from each course that were important in the development of your project.** Include with each objective an explanation of how the course objective ties in with a project component.
  - Everything is interconnected. If you are not able to pull objectives from every course, your project is not big enough.
- Your Capstone Project may or may not include work samples.
  - Be sure to include anything you created as this is documentation/proof of your work.
  - Each work sample must be accompanied by a rationale.

The Capstone Project must include the following five (5) components:

1. Project Overview
   a. Narrative describing your project and identifying what you expect to achieve.
2. Project Approach
   a. Describe your approach to developing your individual plan or strategy for quality improvement.
   b. Include what you discovered in your research that influenced your plan or strategy.
   c. Cite relevant course objectives and explain how the objectives tie into the project approach.
3. Project Implementation
   a. Provide details of your implementation plan.
   b. If your project is currently in process, include your plans that led you to present day and your plans for the future.
   c. Describe what strategies were most effective for you in accomplishing your project. Include what you have done and why.
   d. Explain how you addressed cultural competency as it relates to your project.
   e. Cite relevant course objectives and explain how the objectives tie into project implementation.

4. Project Evaluation
    a. Evaluate your process for completing your project and your results.
    b. Was your project successful? Why or why not? Did your project substantially increase your program's ability to meet high quality standards?
    c. Did you have a clear pathway to implementation? Why or why not?
    d. Did your project reveal new insights or problems you did not anticipate? If so, what were they?
    e. Has your project inspired further action? What are your future plans for quality improvement as a result of your project?
5. References and Resources
    a. This should be a list of all the references and resources used to develop your project.
    b. Resources and references are books, articles, internet searches, interview with experts, etc.
    c. **At a minimum, include 3 text resources and 3 interviews** (teachers, parents, program owners, administrators, consultants, architects, etc.) A significant project should not be completed without the input of others. Use initials and job titles of the individuals interviewed for confidentiality. Be sure to include the date of your interview, even if it is an informal conversation.
    d. All references and resources must be documented in your reference section and **cited** within your project appropriately using APA style.
    e. APA Quick Reference Guide is located on page 17. For intext-citation help, visit http://guides.libraries.psu.edu/apaquickguide/intext

If you have questions regarding your Capstone Project, contact your instructor for assistance. If you have questions regarding the creation of your portfolio, contact The Registry.

Considerations for Project Work Samples

- A rationale must accompany each work sample.
- Work samples are of your **own** work related to your project.
- Each work sample should represent knowledge you have gained from the credential courses.
- Be sure to include work samples, such as models, materials, photos, blueprints, etc. that support and reflect the content of your project.
- It is not required you include work samples, however be sure to fully develop your portfolio to reflect and support your project. For example, if you state in your project that you created a flier for a fundraiser, include a copy of the flier as your documentation (work sample).
- A work sample may be something you've developed previously, but it should reflect enhancements or revisions you've added because of your learning and growth throughout the credential courses.
- If the work sample is a form, letter, or another document you created, you may wish to also include a description of the process you went through in developing the document. In the description, explain the sample in detail to a reader who has never seen it before. Give a description that offers a better understanding of the item than just by looking at the sample alone.
- It is the student's responsibility to provide media samples in a format that is easily accessible to both your instructor and Registry Commissioner.

Rationales for each Work Sample

- A rationale must accompany each work sample.
- Each rationale is the "how" and "why" of the work sample. Your rationales tell the story of your work sample.
- Your rationale must:
  i. Be no more than one page. If you have written more than one page, consider putting some of the information in the description, which is part of the work sample.
  ii. Be concise, yet thorough.
  iii. Be typed in 12 pt. font, 1.5-line spacing, with one-inch margins.
- Your rationale must address the following:
  - Explain what the work sample is, who it is for (audience), and how it was or will be used.
  - Explain why you created this work sample or what the need was that brought you to create it.
  - Describe the decisions made in its development, who you worked with, what choices were considered, and why the choices were made.
  - Examine the impact the work sample had on you and/or you project.
  - Analyze what you learned through the creation of your work sample, addressing how you've applied knowledge gained from the credential courses.

Confidentiality

If pictures, video, and/or observations of children are included, it is important that the child and family remain anonymous to maintain professional confidentiality. If this confidentiality is violated, requirements of the credential will not be fully met.

- You must include a signed **Video Recording & Photos—Credential Student Agreement Form** in your portfolio. Review this document carefully.
- Include the **Verification of Video/Photo Permission Form** that states that you have signed permission to use the child's photo, video or observation records.
- Obtain written permission signed by child's parent or guardian using the **Video & Photo Release Consent Form—Parent/Guardian**. Do not include the consent forms in the portfolio, but you must share them privately with the Commissioner by email or have them available to show the Commissioner at the Commission.
- Review the Student Commission Toolkit and YouTube Video Tutorial on how to upload a video to YouTube for commissioner viewing. These resources are available on The Registry website under Credential Resources.

Supporting Dual Language Learners Credential Course Objectives

Your Capstone Project must incorporate applications of theory and/or practice from each credential course. **Within your project, site 3-5 objectives from each course that were important in the development of your project.** Included in this guide is a list of all course objectives from the four credential courses for your reference.

Course 1: Introduction to Dual Language Learning in Early Childhood

Students will demonstrate the following:

1. Describe the evolution of dual language programs in early childhood and elementary schools in relation to the evolution from the English only movement in the past.
2. Develop a rationale for providing dual language early childhood programs based on the needs of the learners and language development theory.
3. Develop strategies for seeing children and their language development through an objective and culturally and experientially informed lens.
4. Develop an understanding of the various models for acquisition of more than one language.
5. Examine the many ways in which children learn languages and the effect each has on second language learning.
6. Examine the impact of learning a second language on brain development.
7. Explore factors that influence second language acquisition.

Course 2: Components of a Quality Dual Language Program

Students will demonstrate the following:

1. Examine the key elements of quality dual language programs, and the role of leaders in creating them.
2. Examine the role of assessment and the challenges related to it for young children who are DLL.
3. Use research based rational for selecting an appropriate curriculum model for teaching young children who are dual language learners.
4. Plan effective instruction for a classroom including dual language learners.
5. Identify and implement strategies for creating a classroom environment for dual language learners.
6. Determine important attributes for staff supporting children who are dual language learners.
7. Understand the elements needed for a strong program structure, elements for school readiness and how leaders work with their communities to achieve this.
8. Create a model for family and community inclusion that demonstrates respect for the contributions they make to children's long-term success.

Course 3: Supporting Language Acquisition in Early Childhood Dual Language Learners

Students will demonstrate the following:

1. Compare characteristics and competencies of an early childhood teacher VS a teacher of a dual language learner.
2. Understand components of a supportive culture of trust between children, families and teachers.
3. Understand the opportunities for early bilingualism in the context of brain development research.
4. Use literacy-based approaches to support dual language development in infants and toddlers.
5. Evaluate strategies for supporting dual language development in preschool age children.

6. Understand, assess, and evaluate strategies that support dual language learners in an early childhood environment.
7. Distinguish between children who are DLL and children who are ELL and use appropriate strategies to support learners regardless of where they are in the language learning continuum.
8. Build on a research-based understanding of the connections between home language, culture and identity, through strategies for encouraging continued use of home language in children who are ELL.

Course 4: Assessment of Dual Language Learners in Early Childhood

Students will demonstrate the following:

1. Develop an understanding of the purpose of assessment in an early childhood classroom with dual language learners.
2. Demonstrate understanding of appropriate assessment tools for children who are DLL.
3. Understand the importance of intentional observation for assessment and evaluate own assessment practices.
4. Use assessment to understand and support the unique social and emotional challenges faced by some dual language learners.
5. Understand the difference between language acquisition in young dual language learners and a learning disability and evaluate using assessment tools.
6. Self-assess own assessment literacy and identify qualities of an emotionally intelligent early childhood educator.
7. Devise an effective tool for intentional observation and play based assessment of language development.
8. Reflect on the assessment process itself, and use data gathered to inform instructional practices.

Receiving *The Registry* Supporting Dual Language Learners Credential

When you have successfully completed the courses required for a Registry Credential and your portfolio is complete, the final requirement is to present your portfolio to a Registry Commissioner. The Commission process steps are explained below:

1. Candidate completes the portfolio/project.
2. Candidate submits a completed *Registration for Commission* form with payment to The Registry.
3. The Registry emails a confirmation of registration, including the Commission details with a payment receipt.
4. Candidate makes delivery arrangements for their portfolio/project based on the instructions received from The Registry or the Instructor.
5. Candidate attends the scheduled Commission.
6. Commissioner notifies The Registry of successful completion of the commission process.
7. Candidate submits to The Registry official documentation of successful completion of credential coursework. Once verified, The Registry sends a Credential Certificate to the candidate.

Request for Commission

Commissions are convened throughout the state several times each year. Candidates who have completed all the credential coursework and are preparing a credential portfolio/project may submit a completed *Registration for Commission* form to The Registry. In most cases, the course instructor will schedule the Commission; however, you may join a scheduled Commission if you are not part of a class. Visit the Commission page of The Registry website to view the list of upcoming Commissions.

You must submit a *Registration for Commission* form with the required commission fee to be registered to a Commission. *Registration for Commission* forms are unique to each credential type and are located on the Credential Resource page of The Registry website.

Fax your *Registration for Commission* form to (608) 222-9779 or **mail** your form to:

The Registry
Attn: Credentials
2908 Marketplace Drive #103
Fitchburg, WI 53719

The following requirements must be completed when submitting the *Registration for Commission* form:

- **Registry Membership**: All credential candidates must have a Registry Membership or must apply to The Registry prior to commissioning. You do not need to include a copy of your Registry certificate; The Registry will confirm your membership in the system. Standard application processing time is 5-7 weeks.
    - **If you have never applied:** Visit our website at www.the-registry.org to apply online or download an application. We will verify your application has been submitted when we receive your *Registration for Commission* form.
    - **If you have applied but never received a Registry certificate because you were not eligible or your application was incomplete/unpaid:** You must submit a one-year renewal with the applicable renewal fee and any documentation that was missing previously. Visit our website at www.the-registry.org to renew online or download an application.

- **Commission Fee**: Each student is required to pay a $300 Commission fee. Once paid, commission fees are non-refundable and non-transferable. Payment in full must be included with the *Registration for Commission* form. The Registry will send you a payment receipt with your registration confirmation email. The commission fee covers the processing of the credential and administration of the commission system. If you are a T.E.A.C.H. scholarship recipient, contact your T.E.A.C.H. counselor for information on the reimbursement process. Visit http://wisconsinearlychildhood.org/programs/teach for more information.

The Registry Credential Commissioners

Registry Commissioners are early care and education professionals who have been trained to objectively evaluate your portfolio/project using the assessment tool designed for each specific credential. Each Registry Commissioner has completed at least one of The Registry Credentials, presented a project or portfolio, and successfully completed the commission process.

The Commission Process

Your portfolio/project must be received by the Registry Commissioner **at least ten (10) days prior** to the date of the commission for review. Please review the portfolio/project assessment form available on the Credential Resource page of The Registry website to ensure you have included all required components. If you have visuals, such as display/picture boards, samples, blueprints, or scale models do not submit them with the written portion of your project. You may share these with the Commissioner at the commission.

There are two parts to the Commission.

1. **Presentation of your Learning Story:** Your classmates and other credential candidates will be present during your presentation. The time frame for individual presentations is at the discretion of the commission host and based on the commission group size. In approximately 5-10 minutes address the following questions within your presentation.
    - How has the Supporting Dual Language Learner credential changed you as a provider?
    - What does completing this credential mean to you?
    - What are you passionate about as it relates to the education of children who are dual language learners?
    - How will you contribute to quality early childhood education for dual language learners in the future?
2. **Individual Meeting with the Commissioner:** You will meet with the Registry Commissioner to complete the commission process. This is an opportunity for the Commissioner to ask you any questions s/he may have about your portfolio/project. The Commissioner will give you feedback and comments about your portfolio/project. You will be informed if you have successfully completed the commission during your individual meeting with the Commissioner. If your commission portfolio/project is incomplete, the Commissioner will advise you on what you will need to do to complete the portfolio/project. If you are asked to submit additional materials, you will submit them directly to the Commissioner by the deadline provided by the Commissioner. In the event the additional materials are not submitted as requested by the deadline, you will not pass the commission.

Awarding the Credential

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

- Received a Registry Career Level Certificate or submitted a complete application for membership. If your first-time application is put on "Incomplete" status, you will not receive your Credential Certificate until the necessary fee or information is received and the "Incomplete" status is resolved.
- Successfully completed the commission process.
- **Submitted Credential Course Documentation**: Please note that your credential **will not** be verified until The Registry receives an official transcript showing successful completion of all four credential courses. Official transcripts must be sent directly to The Registry in an unopened, originally sealed envelope or by secure email from the institution of higher education. Photocopies of official transcripts, grade reports, or unofficial transcripts are not accepted. You must receive a C- or better in each course to be eligible for the credential.

Appeal Process

You may send a letter to The Registry if you do not agree with the results of your commission. The letter will be reviewed by the Executive Director or designated qualified staff. You will receive a letter indicating The Registry's decision within 30 days of the receipt of your letter. If your concern has not been resolved to your satisfaction, you may request that The Board of Directors review your project and your letter of appeal. The Board of Directors will review your appeal at the next regularly scheduled meeting. The Registry Board meets four times per year and the board meeting schedule is available on The Registry website.

Graduation Celebration

This annual state-wide event celebrates your professional achievement. Information is available at http://www.the-registry.org or 608.222.1123.

Authenticity Statement

Insert the completed statement as the second page of your portfolio. This may be scanned for insertion in an electronic portfolio.

I _____ am presenting this portfolio in this month of _____ year of _____ and I attest that this is my original work, or I have cited where applicable.

_____ _____

Signature Date

APA Quick Reference Guide

Resource: Penn State University Libraries. (2018). Retrieved from http://guides.libraries.psu.edu/apaquickguide

Articles

Important Elements:

- Author (last name, initials only for first & middle names)
- Date of publication of article (year and month for monthly publications; year, month and day for daily or weekly publications)
- Title of article (capitalize only the first word of title and subtitle, and proper nouns)
- Title of publication in italics (i.e., *Journal of Abnormal Psychology*, *Newsweek*, *New York Times*)
- Volume number in italics and issue number, if given
- Page numbers of article
- For articles retrieved online, include URL or DOI, if available

Article in a monthly magazine:

Swedin, E. G. (2006, May/June). Designing babies: A eugenics race with China? *The Futurist*, *40*, 18-21.

Article in an online magazine:

Romm, J. (2008, February 27). The cold truth about climate change. *Salon.com.* Retrieved from http://www.salon.com/2008/02/27/global_warming_deniers/

Article in a weekly magazine:

Will, G. F. (2004, July 5). Waging war on Wal-Mart. *Newsweek*, *144*, 64.

Article in a daily newspaper:

Dougherty, R. (2006, January 11). Jury convicts man in drunk driving death. *Centre Daily Times*, p. 1A.

Article in a scholarly journal with DOI:

Blattner, J., & Bacigalupo, A. (2007). Using emotional intelligence to develop executive leadership and team and organizational development. *Consulting Psychology Journal: Practice and Research*, *59*(3), 209-219. doi:10.1037/1065-9293.59.3.209

Book Review:

Rifkind, D. (2005, April 10). Breaking their vows. [Review of the book *The mermaid chair*, by S.M. Kidd]. *Washington Post*, p. T6.

Books

Important Elements:

- Author (last name, initials only for first & middle names)
- Publication date
- Title (in italics; capitalize only the first word of title and subtitle, and proper nouns)
- Place of publication
- Publisher
- For books retrieved online, include URL

Print book:

Goodpaster, K. E., Nash, L. L., & de Bettignies, H. (2006). *Business ethics: Policies and persons* (3rd ed.). Boston, MA: McGraw-Hill/Irwin.

Book by a group author:
American Medical Association. (2004). *American Medical Association family medical guide* (4th ed.). Hoboken, NJ: Wiley.

Article or chapter within an edited book:
Winne, P. H. (2001). Self-regulated learning viewed from models of information processing. In B.J. Zimmerman & D.H. Schunk (Eds.), *Self-regulated learning and academic achievement* (2nd ed., pp. 160-192). Mahwah, NJ: Lawrence Erlbaum Associates.

Translation:
Tolstoy, L. (2006). *War and peace*. (A. Briggs, Trans.). New York, NY: Viking. (Original work published 1865).

Electronic book:
Post, E. (1923). *Etiquette in society, in business, in politics, and at home.* New York, NY: Funk & Wagnalls. Retrieved from http://www.bartleby.com/95/

Entry in an online reference work:
Rey, G. (2006). Behaviorism. In D. M. Borchert (Ed.), *Encyclopedia of philosophy.* (2nd ed.). Retrieved from http://go.galegroup.com/

E-Reader book (such as Kindle):
Tetlock, P.E., & Gardner, D. (2015). *Superforecasting: The art and science of prediction* [Kindle Paperwhite version]. Retrieved from Amazon.com

Dictionary entry:
Hipster. (n.d.) In *Oxford English Dictionary.* Retrieved from www.oed.com.

Business Reports

U.S. Census Bureau:
U.S. Census Bureau. (2015). *State & county quickfacts: Berks County, Pennsylvania.* Retrieved January 28, 2015, from http://quickfacts.census.gov/qfd/states/42/42011.html

Web pages

Important Elements

- Author (if known). If no author, use title
- Date of publication. If no date, use n.d.
- Title of Web page
- URL (Web address) of the Web page

Web page with author
Kraizer, S. (2011). Safety on the Internet. Retrieved from http://safechild.org/categoryparents/safety-on-the-internet/

Web page with group author
American Cancer Society (2015). Genetics and cancer. Retrieved from http://www.cancer.org/cancer/cancercauses/geneticsandcancer/index

Web page with no author

Claustrophobia (2014). Retrieved from http://www.nhs.uk/conditions/claustrophobia/Pages/Introduction.aspx

Other Formats

Blog Post:

McAdoo, T. (2014, February 4). How to Cite a Hashtag in #APA Style [Blog post]. Retrieved from http://blog.apastyle.org/apastyle/social-media/

Online Video

Jhally, S. and J. Earp, (Producers) (2012). *Race, power, and American sports, featuring Dave Zirin*, [Online video]. Retrieved November 27, 2013, from Media Education Foundation/Kanopy.

YouTube Video:

Clarkson, R.G. (2009, July 20). [RobertGClarkson]. *Claustrophobia: 7 Quick Tactics to Stop the Panic* [Video file]. Retrieved from https://www.youtube.com/watch?v=0jOXKzwM-Ns

Howcast. (2019, October 29). *How to Recognize Claustrophoba Symptoms* [Video file]. Retrived from https://www.youtube.com/watch?v=6t5QL3ksAPA

Motion Picture Important Elements

- Director/
- Date of release
- Title (in italics)
- Country where motion picture was made
- Studio

Motion Picture

Johnston, J. (Director). (2004). *Hidalgo.* [Motion Picture]. United States, Touchstone/Disney.

Television Program Important Elements

- Producer
- Date of broadcast
- Title of television episode
- Title of series (in italics)
- Location of network and network name

Television Program in a Series:

Buckner, N. & Whittlesey, R. (Writers, Producers & Directors). (2006). Dogs and more dogs. [Television series episode]. In P. Apsell (Senior Executive Producer), *NOVA.* Boston: WGBH.

Video Recording & Photos—Credential Student Agreement

This is a required form. Failure to submit this form with your credential portfolio will result in unsuccessful completion of the commission process.

Video clips and/or photos are included in your credential portfolio because it adds richness and valuable context to the evaluation of your teaching. However, because videos and photos will almost always include identifiable images of children, their use carries some significant ethical and legal responsibilities. For reasons of privacy and safety, many parents are concerned about their children appearing in videos and photos, especially any that might be used outside the classroom. For both legal and ethical reasons, *those concerns must be respected at all times.* Doing so requires you to adhere to the following guidelines:

1. **Parents and guardians must be asked to consent to having their child appear in a video or photo.** Permission from a supervisor or director to video record and take photos must also be confirmed. Supervisor/Director signature: _____ Date: _____
2. **Before creating a video or taking a photo, you must guarantee the following:**
   - Any children whose parents did not grant permission to appear in the video recording or in photos is identified. To avoid including those children in the video or photo, the camera must be positioned to not capture their images. If necessary, focus the camera on you teaching the activity, or on the backs of the children or the children's hands. Any faces captured of children not given permission to be in the video or photo must be blurred out. *Important note: Non-consenting children must not be excluded from the learning experience.*
   - Any student work you submit as part of the credential portfolio must not contain any identifying information about the child, including but not limited to, the child's name, any clothing that identifies the child or the location the video or photo was taken, or any items in the environment that can pinpoint the location of the video recording or photo.
   - The locator is turned off on your device before video recording or taking the photo to maintain confidentiality.
3. **Once created, video clips and/or photos must be submitted as part of your credential portfolio requirements and can be shared with your course instructor, but must not be shared or distributed beyond that.**
   - Video clips and photos are created solely to be used as part of your credential commission.
   - No part of a video or photo (whether or not included with your submission) should be used for any other personal or professional purposes, including but not limited to, being posted online for purposes outside the commission process, shared with your family or friends, shared with the children's families, posted on social media, included in a job portfolio, or used within a presentation.
   - **Anyone suspected of misusing video clips and/or photos will be reported to The Registry. This violation falls under the FERPA laws and are subject to an investigation. Other possible civil and criminal investigations and/or penalties can apply.** *Remember: Once you have shared the video or photo electronically with anyone, you have effectively lost control of it.*
4. **Once you have received confirmation that you have successfully completed the credential commission requirements, video clips and photos must be deleted**. This includes not only the segments submitted, but any photos or video material created as part of your effort to prepare for and complete the credential portfolio requirements.

I have read the above guidelines and agree to follow them.

_____ _____

Credential student signature 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.

Signature_____

portfolio author date

Video & Photo Release Consent Form—Parent/Guardian

Dear Parent/Guardian,

An early childhood educator in your child's classroom is pursuing a Registry Credential. Registry Credentials are credit-based programs focused on job specific skills students can apply to their current positions in the childhood care and education profession. To complete the commission requirements for a Registry Credential in Wisconsin, the educator must demonstrate:

- Application of knowledge
- Teaching ability of learning activities
- Interaction with caregiving routines

When photos, videos, and/or observations of children are included in a Credential portfolio, it is important the child and family remain anonymous to maintain professional confidentiality.

To maintain confidentiality, video recordings are shared privately with a Registry Commissioner and course instructor by email and are deleted after completion of the Registry Credential. Photos may be included in portfolio entries as evidence of teaching practice.

If you give permission below, your child may appear in video recording(s) and photo(s). If you do not give permission, your child will still participate in the activities, but the camera will be positioned not to capture their image.

Child Name _____

I am the parent/legal guardian of the child named above. I have received and read the letter above and agree to the following:

(Please check the appropriate box below.)

☐ I DO give permission to include my child in video recordings and photos. I understand the video recordings and photos will be shared only with a Registry Commissioner and course instructor as evidence of teaching practice.

☐ I DO NOT give permission to video record or photo my child.

Signature of Parent/Guardian:

_____ _____

Signature Date

_____

Printed name

This form is required for each child that appears in a video clip or photo. Failure to submit this form with your video clip or photo will result in unsuccessful completion of the commission process.