



The Registry Infant Toddler Credential Portfolio Companion Guide

Preparing your
Portfolio:
Companion Guide

2018

**Review this Companion Guide Carefully and Completely
Before Beginning Your Credential Portfolio**

2908 Marketplace Drive #103 | Fitchburg, Wisconsin 53719

www.the-registry.org

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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

Types of Observation Methods

1. **Running Records – ‘Play by Play’, factual (objective) account of what the child does as the child is doing it.** Times are included to help determine the amount of time spent at each activity. For example, “9:05 Joe is sitting cross-legged on the floor playing with Legos. He uses his left hand to hold the tower and his right hand to add new pieces. He is not talking, but has a stern and serious look on his face. 9:08 Todd walks by and asks 3 times if he can play too (“Hey, can I play?”). Joe does not respond. He looks around him for more Lego pieces. 9:10 Todd kicks Joe’s tower. Joe jumps up and hits Todd’s back with his right hand. He grunts but doesn’t make intelligible words. He sits back down amid the Lego pieces, mumbling and reassembling them.
2. **Anecdotal Records – Objective written record of a significant incident/event including a description of observed behaviors and direct quotes.** For example, “Joe played with the Legos this morning and had an incident of hitting Todd once after Todd knocked down his tower. He then went back to play with the Legos, this time building something low that couldn’t be knocked over.”
3. **Time Samples – Keeping track of what occurs at designated intervals.** For example, you may want to track the type of activities a child is engaged in so every half hour, you make a note: 9:00-Legos alone; 9:30-trucks with two peers; 10:00-art table with same peers; 10:30 Legos alone...
4. **Event Samples – Monitoring a single event that may be problematic, tracking the specifics of just that event.** For example, toileting or a bedtime routine might be causing problems, so you would write down everything that seemed to be happening during only that event. Or maybe the child has temper tantrums and you decide to simply record the time and place of each tantrum – nothing else, just that event. This helps determine patterns that support or deter from achieving goals
5. **Checklists – Formal lists of specific behaviors that may indicate certain tendencies.** For example, pediatricians will usually send home a series of checklists for the parents, teachers, and child care staff to complete to help determine if a child has ADHD. In order for a condition to be present, it needs to occur in all 3 areas of the child’s life. Teachers and School Psychologists also use checklists/surveys to rate behavior or other areas they may be working on.
6. **Interviews – In this situation, you would have a list of questions prepared related to specific issues and then meet with someone who knows the child well enough to answer the questions accurately** (parent, teacher, sibling, caregiver, etc.) Interviews are frequently conducted in conjunction with checklist questionnaires. The checklist is completed first, and then a follow-up interview is held to discuss the results.

Observation Notes

Date & Time _____ Number of Children Present _____

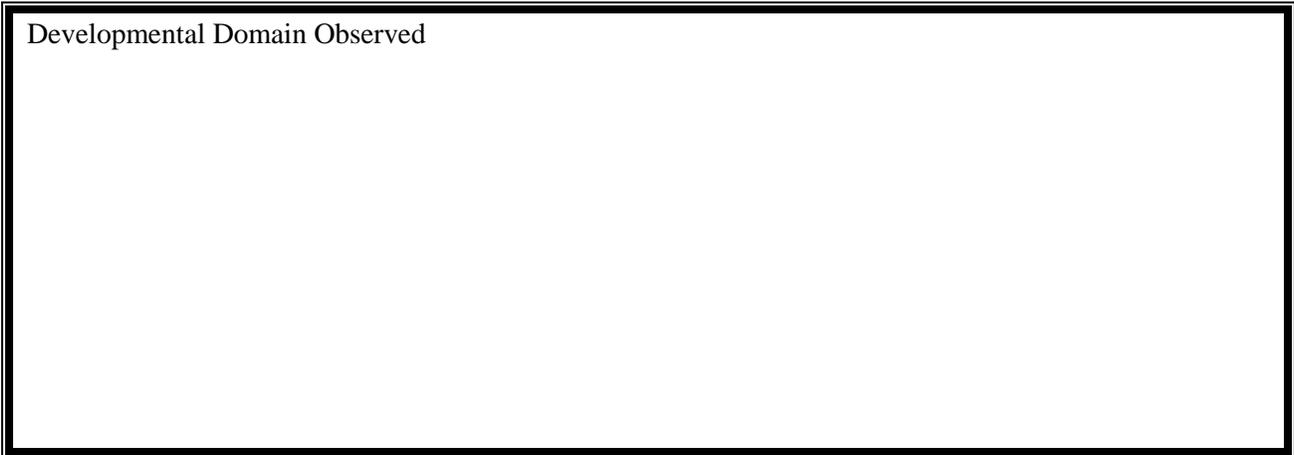
Name of Child Observed _____

Focus of Observation _____

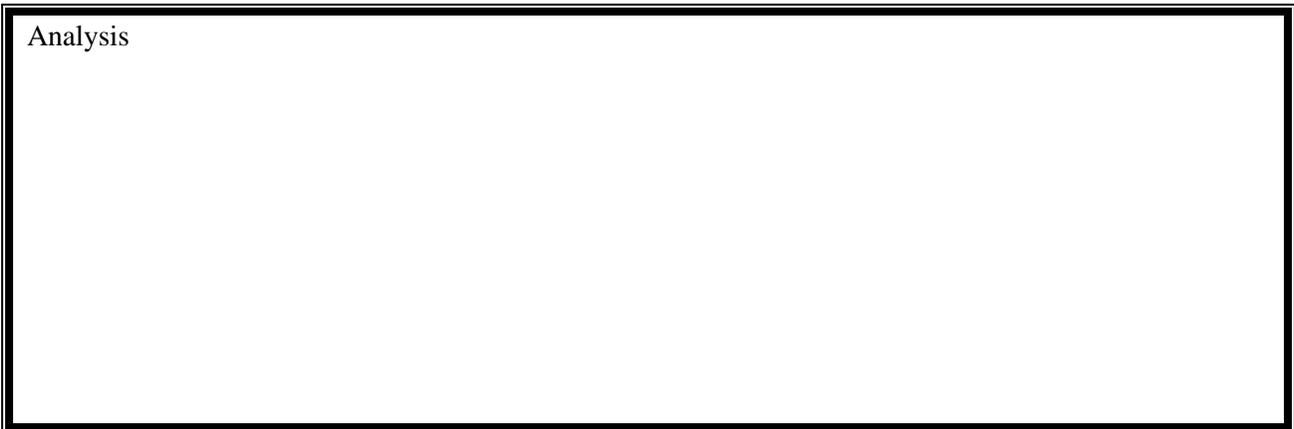
Observation



Developmental Domain Observed



Analysis



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Video Reflection: Observation of Learning Experience

Teaching a learning experience is one thing. Seeing yourself teach a learning experience or facilitate a caregiving routine is another. Watch the video recording of your learning experience/caregiving routine. Reflect on your teaching practices as an objective observer. Include observations in every section, including comments in both the strengths and areas for improvement.

Credential Candidate Name:										
Name of Learning Experience:	Ages of Children:									
Type of Play Experience: (check all that apply) <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input type="radio"/> Creative Art</td> <td style="width: 33%;"><input type="radio"/> Large Muscle</td> <td style="width: 33%;"><input type="radio"/> Sensory Table</td> </tr> <tr> <td><input type="radio"/> Story/Language</td> <td><input type="radio"/> Small Manipulative</td> <td><input type="radio"/> Science</td> </tr> <tr> <td><input type="radio"/> Music</td> <td><input type="radio"/> Math</td> <td><input type="radio"/> Cooking</td> </tr> </table>		<input type="radio"/> Creative Art	<input type="radio"/> Large Muscle	<input type="radio"/> Sensory Table	<input type="radio"/> Story/Language	<input type="radio"/> Small Manipulative	<input type="radio"/> Science	<input type="radio"/> Music	<input type="radio"/> Math	<input type="radio"/> Cooking
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Type of Caregiving Routine: (check one) <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input type="radio"/> Diapering/toileting</td> <td style="width: 33%;"><input type="radio"/> Naptime</td> <td style="width: 33%;"><input type="radio"/> Other, please specify: _____</td> </tr> <tr> <td><input type="radio"/> Feeding</td> <td><input type="radio"/> Dressing/undressing</td> <td></td> </tr> </table>		<input type="radio"/> Diapering/toileting	<input type="radio"/> Naptime	<input type="radio"/> Other, please specify: _____	<input type="radio"/> Feeding	<input type="radio"/> Dressing/undressing				
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<input type="radio"/> Feeding	<input type="radio"/> Dressing/undressing									
Number of children participating at the same time:										
Approximate time duration of the experience:										
Target developmental skill(s) of the learning experience:										

Plans for Instruction	Did you...use the infant/toddler's focus and interest to determine the plan; gather and make use of sensory input; effectively manage transitions; demonstrate flexibility; considerate the amount of time available; set the tone for intimacy; provide a safe, healthy, secure space for learning; etc.	
	Strengths You Observe	Areas for Improvement You Observe
Activity Implementation	Did you...encourage child's attention and make real-time adaptations to the experience should the child lose interest; develop learning through relationships and responsive caregiving; include all types of learners; engage infants and toddlers through experiences based on each child's developmental level and interest; focus on process over content; etc.?	
	Strengths You Observe	Areas for Improvement You Observe

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Interaction with Learners	Did you...foster positive, nurturing relationships that encourage individual engagement; provide adequate time for a child to respond; demonstrate flexible interactions that are responsive to individual needs; foster exploration and development of security and an emerging sense of identity; observe and read cues of infants and toddlers; etc.?	
	Strengths You Observe	Areas for Improvement You Observe
Classroom Management	Did you...use consistent, positive guidance strategies; manage disruptive behavior constructively; arrange environment for effective learning; use time efficiently; etc.?	
	Strengths You Observe	Areas for Improvement You Observe

Final Reflection...What surprised you the most watching yourself teach? Did the video of your teaching practices reflect how you see yourself as an educator and caregiver? Why or why not?

Signature of Student

Date

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 upon request.

Signature _____
portfolio author _____ date _____

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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.

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Self-Assessment: Family and Community (Page 1 of 3)

Be concise in answering the statements/questions in each box. The NAEYC criteria for National Accreditation is the basis of this self-assessment to demonstrate alignment with the Standards and to familiarize students with this national accreditation process.

Give examples of how you can **gather information from families** using intake forms, intake meetings and conferences, informal conversations, emails, texts or phone calls. Describe whether or not the intake form used by the program gathers information on family culture, values, traditions, priorities, language and terms used for caregiving. *Describe when and how you ask parents/families about these topics.*

Give examples of how you can **provide information to families** using daily care sheets, parent information boards, newsletters or other print, informal conversations, emails, texts, or phone calls, regular parent-teacher conferences.

Give examples of how **family involvement is promoted** through opportunities for participating in events or classroom activities during the day, opportunities to participate in family social events during evenings or weekends, requests for assistance with preparations, events or donations of materials, participation in parent advisory council or input into program operation.

Give examples of how you can work with families on **shared caregiving issues**—such as special needs, foods being served and consumed, daily care issues, separation issues, etc.

Self-Assessment: Family and Community continued (Page 2 of 3)

Describe how you can provide support for the development and maintenance of each child's **home language and family traditions**—*signs and labels in room use home language of families in program as well as dominant language, you use some terms in child's home language, familiar names or terms used for items like child's blanket or pacifier, examples of adapting to family's caregiving preferences, etc.*

Give examples of situations where you would adjust your care routines to align with a **child's and family's preferences**—*familiar lull-a-bye for nap ritual, introduction or serving of foods match family preference or avoid child allergies, etc.*

Describe the process you would use to work with a **child with an IFSP**, including how you would communicate effectively with families, colleagues and specialists to implement plans as needed. If you have worked with one or more infants or toddlers who did have an IFSP or special needs, explain how you worked to support the child and family.

Describe how you would provide parents with information on **community resources** (*e.g., health, mental health, oral health, nutrition, child welfare, parenting programs, early intervention-special education screening and assessment services, and basic needs such as housing and child care subsidies*). Give an example of a situation where you **referred a family** to a resource in the community (formally or informally) – *do you have brochures, handouts, binder or list available and used to refer families as needed?*

Self-Assessment: Family and Community continued (Page 3 of 3)

Give examples of **your use of community resources** available to support and expand your professional skills and knowledge. *Have you gone to or used information, services or materials from your local CCR&R, Family Resource Center, library, professional association or support group, YMCA, health department, etc.?*

Self-Assessment: Observation and Assessment of Children Birth to 36 Months (Page 1 of 2)

Be concise in answering the statements/questions in each box. The NAEYC criteria for National Accreditation is the basis of this self-assessment to demonstrate alignment with the Standards and to familiarize students with this national accreditation process.

Describe how you use different **observation tools or methods** to document child activities and skills—*provide samples of completed observations and explain the observation tools and how you use them.*

Describe how you use observations to **interpret and assess** each child's development—*do you use a developmental checklist or other assessment tool? How often? Do you use an informal method of remembering and considering children's abilities and interests? Do you set goals for each child?*

Describe how your observations are used to **modify curriculum, environment and your interactions**—*give examples of activities planned to meet observed interests of the infant/toddlers.*

Describe some **warning signs** you look for that would indicate a child has a developmental delay or concern.

Self-Assessment: Observation and Assessment of Children Birth to 36 Months continued (Page 2 of 2)

Give examples of interactions you have with infants or toddlers to aid in **assessing child abilities and needs**.

Give examples of situations where you provided a **progression of learning** opportunities to maximize each child's development—*adding materials of increasing difficulty as a child begins to master activities, etc.*

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Self-Assessment: Guidance (Page 1 of 4)

Be concise in answering the statements/questions in each box. The NAEYC criteria for National Accreditation is the basis of this self-assessment to demonstrate alignment with the Standards and to familiarize students with this national accreditation process.

Give examples of situations where you supported **social emotional development**.

- Were attentive and responsive to an infant and toddler
- Facilitated a child's social competence
- Facilitated a child's ability to learn through interacting with others
- Helped a child recognize and name their own feelings and others' feelings
- Helped a child learn the skills needed to regulate their emotions, behavior, and attention
- Helped a child develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and mastery

How do you can create a **climate of respect** for infants? *Give examples of situations that show you treat all children with equal respect and consideration, where you were actively seeking to understand an infant or toddler's needs and desires by recognizing and responding to their nonverbal cues and using simple language.*

Give examples of how you can promote each child's **positive identity and sense of self**—*situations where you offer activities and talk to children to build positive self-identity and valuing of differences in infants or toddlers, posting family pictures, providing play props that reflect cultural backgrounds of children, displays or posters celebrating differences, mirrors and opportunities for self-exploration, etc.*

Self-Assessment: Guidance (Page 2 of 4)

Give examples of situations where you are aware of and avoid using **stereotypes in language** references—*firefighter instead of fireman, etc.* Give some examples of what you would consider to be stereotypical language or bias toward or against a child or group, and how you might respond if you saw or heard these from adults or children in your classroom.

Give an example of situations where you encouraged, **acknowledged and named a child's appropriate expression of emotions**, both positive (joy, pleasure, excitement) and negative (anger, frustration, sadness, etc.). Give an example of a situation where you helped a child recognize and **name feelings of other children.**

Give an example of a situation where you facilitated a child's social **interactions with other children**—*looking at, touching, vocalizing, entering play, etc.* Give an example of a situation where you did or would intervene when children might tease or reject others.

Give an example of a situation where you helped a child learn socially appropriate behavior by providing **guidance that was consistent with the child's level of development**—*for infants, narrates events and feelings for child; for toddlers, helps child understand how other children are feeling, models and encourages using "please", "thank you", "excuse me", turn taking, etc.*

Self-Assessment: Guidance (Page 3 of 4)

Give an example of a situation where you implemented **appropriate classroom rules and expectations** and helped children understand them in a way that is consistent and predictable.

Give an example of a situation where you worked to **prevent challenging or disruptive behaviors through environment design**—by changing the environment to prevent behaviors; *“defensible spaces” provided, equipment available to children to meet needs for gross motor exploration, adjust levels of light and sound to child responses, etc.*

Give an example of a situation where you worked to **prevent challenging or disruptive behaviors by adjusting schedules** to meet the needs and abilities of children and to provide more effective transitions—*warning of transition times, gathering times are informal rather than structured group times, no (or limited) waiting times, etc.*

Give an example of a situation where you worked to **prevent challenging or disruptive behaviors by offering engaging activities**—*activities are introduced or ended in response to children’s reactions.*

Self-Assessment: Guidance (Page 4 of 4)

Give an example of a situation where you responded to a child's challenging behavior in a way that **recognized the child's temperament, abilities, home life and progress.**

Describe how you use positive guidance strategies. Describe what you consider to be inappropriate **physical punishment**. Describe what you would consider to be inappropriate use of **threats or derogatory remarks** or withholding or threatening to withhold food as a form of discipline.

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Self-Assessment: Developmentally Appropriate Environments (Page 1 of 4)

Be concise in answering the statements/questions in each box. The NAEYC criteria for National Accreditation is the basis of this self-assessment to demonstrate alignment with the Standards and to familiarize students with this national accreditation process.

Give examples of how the environment provides for children's **safety while being appropriately challenging**—*in good repair, age appropriate, addresses the range of abilities of children in room.*

Give examples of how the environment is **rich in variety** to encourage exploration, experimentation, and discovery—*mix of open-ended and self-correcting, cause & effect, sensory appeal, etc.* Describe how you would **adjust materials and interactions** to match each child's level of skill and understanding—*you provide a range of puzzles and construction materials for range of abilities in room, give example of a situation where you adapted materials to match a child's abilities, etc.*

Give examples of how the environment promotes **sensory and fine motor learning**—*invites a range of movement and manipulation, (items to stack, nest, roll, push, pull, fit together, take apart, etc.); has varying textures, varying materials (not all plastic), and materials are mouth-able and touchable.*

Give examples of how the environment promotes action through self-initiated movement to promote **gross motor skill practice**—*materials children can push, pull, crawl, climb, pull up, stand, etc.*

Self-Assessment: Developmentally Appropriate Environments

(Page 2 of 4)

Give examples of how the environment promotes **interaction between children**—*promotes communication (toy phone) and cooperation to operate (see-saw), etc.* Give examples of how the environment has places for children to **play with peers**—*spaces divided by low shelves for partner play, equipment designed for two children at a time, etc.*

Give examples of how the environment is organized to **support independent use**—*has low, open shelves, bins or baskets, picture/word labels, etc.*

Give examples of how **materials can be rotated** to reflect changing curriculum and to accommodate new interests and skill levels—*storage space in center has materials to rotate into and out of room, etc.* Give examples of how the materials are in **sufficient quantities** to occupy every child in activities that meet his or her needs.

Give examples of how you have or might add or adapt materials to **accommodate** a child's special needs.

Give examples of how the environment has sufficient **soft elements** to provide comfort and responsiveness—*pillows, mats, couch, covers for wash ability, etc.* Give examples of how the environment has protected places for children to **play individually**—*activity blanket, infant nest, divided spaces, etc.*

Self-Assessment: Developmentally Appropriate Environments

(Page 3 of 4)

Give examples of some play/learning **materials that you created**—*made from variety of “found” natural, or “real” materials, and familiar household objects for children to explore.*

Give examples of how the environment has places for children to be **all together**—*large open rug area, tables and chairs to sit together for meals, etc.* Give examples of how the environment has equipment such as tables and chairs that are **sized to the children using them**—*children’s feet touch floor and table top is about mid chest height, climbers not too big or too small for children.*

Give examples of how the environment has space that is **divided into areas** that are supplied with materials organized to support play and learning. Give examples of how the environment has areas with **pathways** for children to move between areas without disturbing other children and barriers to protect non-mobile children (*if applicable*). Describe how you **can see children** in all areas of room.

Give examples of how the environment has ways to moderate or **minimize visual and auditory stimulation**—*window shades, curtains, dimmers, sound absorbing materials, etc.*

Self-Assessment: Developmentally Appropriate Environments

(Page 4 of 4)

Give examples of how the environment has places for **displaying children’s work**—*artwork on walls or shelves, photos of activities, work samples, etc.*

Give examples of how the environment has defined **spaces for families** to sign in and out, gather information about child’s day—*parent info board with schedule posted, curriculum activities, parent pockets or bins for notes, daily care sheets, clipboards, child notebooks, place to sit and write or dress/undress child, etc.* Does the room have comfortable **adult sized places to sit**, hold, cuddle and feed infants or toddlers? Describe them.

Give examples of how the outdoor play space has equipment that is **designed for age and abilities** of infants and toddlers using it.

Explain how the materials reflect the lives of the children and families in the program as well as the **diversity found in society**, including gender, age, language, and abilities—*no stereotypical representations (images of members of ethnic groups in only traditional garb or only females in nurturing roles, only males as construction workers or doctors, etc.), reflect range of diversity, especially children and families in the program.* Describe any items present in your care environment that show **evidence of families**—*pictures, artifacts of family members, household practices, play materials contributed to classroom, etc.*

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Self-Assessment: Teaching Practices (Page 1 of 5)

Be concise in answering the statements/questions in each box. The NAEYC criteria for National Accreditation is the basis of this self-assessment to demonstrate alignment with the Standards and to familiarize students with this national accreditation process.

Give examples of situations that show you are attentive to children during **outdoor and indoor time** and promote their exploration and discovery. Give examples of situations where you **adjusted your interactions** to match a child's temperament and level of arousal—*move faster for active child, slow down for reactive child, provide longer adjustment for tentative child, aware if child is reacting negatively to being held too much or too closely, etc.*

Give an example of a situation where you were attentive to a child during **care routines** such as diapering/toileting, feeding and nap routines—*opportunities to build relationships, language, and build child's self-awareness and self-help skills.*

Give an example of a situation where you were attentive to a child during **play interactions**. Describe what you consider to be an appropriate **balance between child-initiated and caregiver-initiated** learning activities. Give examples of situations where you initiated a new experience, and situations where you supported child-initiated activities.

Describe examples of situations where you **assisted a child** with a process they may not be able to complete without assistance, in a way that encourages them to gain mastery—*how did you adjusted your support to fit the skill level of each child?*

Self-Assessment: Teaching Practices (Page 2 of 5)

Describe how you know and **use each child's name** during interactions.

Give examples of situations where you responded to each child using **simple and appropriate language**, expanding on child's vocalizations, words and questions, and helped children understand spoken language by using pictures, familiar objects, body language and physical cues.

Give an example of a situation where you described things and events to each child as child experiences them—*used parallel talk*.

Give an example of a situation where you described your actions, thoughts and experiences during interactions with children—*used self-talk*.

Give examples of situations when you use **simple rhymes, songs and interactive games** with infants or toddlers (*play peek-a-boo, sing during individual interactions, use simple action songs to engage children's movement or response during individual or informal small groups, etc.*)

Self-Assessment: Teaching Practices (Page 3 of 5)

Describe when you would provide daily opportunities for each child to hear and respond to **develop vocabulary using a variety of types of books**—*picture books, wordless books, books with rhymes, etc.*; *individualized book times rather than structured group time*. Describe how you would provide access to **durable books** that enable independent exploration.

Give examples of how you would provide varied opportunities and materials for infants and/or toddlers to:

- Use language, gestures, and materials to convey **mathematical concepts** such as **more/less, big/small**, etc.
- See and touch different **shapes, sizes, colors and patterns**
- Build **number awareness**, using objects in the environment and reading books that include counting and shapes
- Learn about **objects in the environment**
- Discover they can **make things happen and solve simple problems**
- Explore and manipulate **art materials**
- Express themselves creatively by **freely moving to music** and engaging in **pretend or imaginative play**

Self-Assessment: Teaching Practices (Page 4 of 5)

Give examples of situations where you:

- Supported children's **emotional well-being** by demonstrating respect for children and creating a positive emotional climate as reflected in behaviors such as frequent social conversations, joint laughter, and affection.
- Established a **trusting relationship** with each child and expressed warmth through behaviors such as physical affection, eye contact, tone of voice, and smiles.
- Were consistent and predictable in your **physical and emotional care** of all children.
- Encouraged and recognized **children's work and accomplishments**.
- Supported a child's **competent and self-reliant** exploration and use of classroom materials.
- Responded to an infant or toddler's cries or other **signs of distress** by providing physical comfort and needed care.
- Were sensitive to an infant or toddler's signals and learned to read their **verbal and non-verbal communication**.

Self-Assessment: Teaching Practices (Page 5 of 5)

Give examples of how you would expose infants and/or toddlers to *art, music, drama and dance* that reflects **cultural diversity**.

Give examples of how you would prepare the environment to offer **movement challenges** and support children's **emerging physical skills** in ways that allows them to:

- Move freely

- Achieve mastery of their bodies through self-initiated movement

- Practice emerging skills in coordination, movement and balance

- Work on perceptual-motor integration

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Self-Assessment: Supporting Program Operation (Page 1 of 4)

Be concise in answering the statements/questions in each box. The NAEYC criteria for National Accreditation is the basis of this self-assessment to demonstrate alignment with the Standards and to familiarize students with this national accreditation process.

Explain how the **schedule is appropriate** to the ages of children in the room but is designed to be flexible enough to meet the needs of individual children. *Give an example of a time when you adjusted the schedule and how the adjustment was appropriate.*

Give examples of how you are **responsive to a child's need** to rest or be active—*tired child is put down to sleep or provided a quiet place to rest before scheduled nap time or allowed to be active if not tired when other children are sleeping.*

Does the schedule have **indoor and outdoor experiences** planned and provided daily as weather permits—*how often do you take the children outside? What conditions prevent you from getting the children outside?*

Explain how your **transitions** are handled smoothly.

Group size and adult to child ratio meets or exceeds licensing regulations for the age group—*What is the typical group size and ratio in your room? Are all the present children in the room regular members of this group? Are children sometimes moved into or out of your room to meet ratios? If so, how does this affect your daily routine?*

Self-Assessment: Supporting Program Operations (Page 2 of 4)

Describe your use of proper **hand-washing procedures**—*list the times when you wash your own hands and when you assist infants and/or toddlers in washing their hands.*

Describe the schedule for **cleaning and sanitizing** furnishings and equipment.

Describe what it means to use **standard precautions**—*including cleaning and sanitizing of surfaces, use of gloves and barriers to minimize contact with body fluids, cleaning spills as they occur, cleaning and sanitizing toys that have been mouthed or exposed to body fluids.*

Give examples of situations where you could recognize **health and safety hazards** and protect children from harm.

Describe how you **supervise infants and toddlers adequately**—*including positioning self to see as many children as possible, and when infants and toddlers are sleeping, being aware of any sleeping child for whom you are responsible, especially when you are activity engaged with children who are awake.*

Self-Assessment: Supporting Program Operations (Page 3 of 4)

Describe procedures for **bottle feeding infants**—*held for feeding, and do not eat from propped bottles at any time*; and/or your procedures for **feeding toddlers**. When are infants and toddlers allowed to have bottles or cups?

Describe procedures for **handling formula and food** according to licensing guidelines—*steps to ensure the safety of food brought from home by labeling and refrigerated appropriately*.

Describe when infants or toddlers are fed. *Feeding is not used in lieu of other forms of comfort.* Describe how you would **feed each infant or toddler according to a child's schedule**—*how do you ensure it is in accordance with family's practices and regulations?*

Describe what you would do **during meal/snack times**. *Do you sit with children and promote children's feeding skills and social interactions?*

Describe a typical **diapering/toileting routine** and how you this routine is conducted according to health and safety procedures—*when diapers are checked and changed, proper disposal procedures to minimize contact, children using toilets are supported in hygiene practices and practicing self-help skills*.

Self-Assessment: Supporting Program Operations (Page 4 of 4)

Describe a typical **nap routine** and how naptime routines are conducted according to safety procedures—*infants are placed on back to sleep, safe sleep environment according to SIDS precautions, cots are appropriately spaced, adequate transition and time to relax to sleep, etc.*

Give examples of situations where you could adapt and respond in ways that **enhance program quality**.

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Self-Assessment: Professionalism

Be concise in answering the statements/questions in each box. The NAEYC criteria for National Accreditation is the basis of this self-assessment to demonstrate alignment with the Standards and to familiarize students with this national accreditation process.

Give examples of how you follow **state licensing regulations** for the care of infants and toddlers.

Describe the responsibilities that you have as outlined in the **NAEYC Code of Ethical Conduct**. Give an example of a situation where you behaved ethically in following the principles and ideals listed in the Code.

Describe how you could **advocate for best practices** in your program.

Describe how you could **communicate and cooperate respectfully** with co-workers and function smoothly as a team to meet child and family needs. Describe how you share planning or decision making in classroom activities and/or program practices. (FCC providers balance needs of program with needs of own family.)

Professional Development Reflection and Planning

Think about your career in the field of early care and education. Reflect on your current professional satisfaction and create a plan for next steps in continuing your professional growth.

What excites you MOST about your job? What are you passionate about? How does your passion contribute to the field of early care and education?

What challenges are you currently facing in your work in the field of early care and education?

What new insights did you gain from discussions and activities during the credential course work? Identify ways you can use these new ideas and processes in your teaching practices.

What other ideas do you want to consider, think about more, or explore that will benefit you as a professional?

Identify a professional organization you want to consider joining (i.e. NAEYC, WECA, WFCCA, WCCAA, etc.). What are the benefits to you in joining this organization? Are there any barriers to your participation?

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Professional Development Goals	Goal for the children's learning.	Goal for my own learning.	Goal for my teaching practice.
<p>Create one S.M.A.R.T. goal in each column.</p> <ul style="list-style-type: none"> • Is your goal Specific? A <i>general goal</i> is, "Get in shape." A <i>specific goal</i> is, "Join a gym and work out 3 days a week." • Is it Measurable? Ask yourself, <i>how will I know if I have accomplished it?</i> • Is it Attainable? <i>Begin to see ways you can attain your goal and recognize opportunities that bring you closer to reaching your goal.</i> • Is it Realistic? <i>Do you truly believe you can accomplish it?</i> • Is it Timely? <i>Your goal should be time-bound; otherwise, there is no urgency to complete it.</i> 			
<p>Decide on a plan for each goal. <i>Determine strategies/activities to help you accomplish your goal. (i.e. find a mentor to work with you, do professional reading, keep a journal or log of your activities, get involved with a professional organization, learn to use new technology, etc.)</i></p>			
<p>Evaluate each plan. <i>Does your goal and plan reflect your needs? Does your plan involve new learning & growth, not just time & effort? Is your goal clear? Does your plan include time for reflection followed by appropriate adjustments?</i></p>			
<p>Identify next steps. <i>What will you do to meet your goal? What should you prioritize first? Are your next steps achievable? Have you addressed any potential barriers?</i></p>			
<p>Determine a timeline. <i>What is a realistic target date(s) to reach your goal?</i></p>			