

**The ABC's are blending  
the ECE (Early Childhood Education) pathway with the CDA (Child Development Associates) license  
and making it work.**

✓ **Level 1 in the pathway is Child Development**

- An introductory class of children ages birth to 5 years old and focuses on how they develop and how caregivers influence their growth and development both for positive and for negative. The students get a preparatory taste of the child care training center through child observations, a group teaching experience, and offering their help anytime that the center is low on ratio numbers.
- An ECE 2 section is run during the same time as this course. See its class description below.
- CDA requirements that could be met within the Child Development course, at least this is what I do:
  - 36 hours of education
  - 3 hours of experience
  - In Child Development, curriculum acts as a foundation for the writing of all of the CDA Competency Statements with their subsequent additional resource extender paragraphs.
  - Resource I-1 CPR and First Aid Training
    - Our health teacher offers this to any of the students who care for the children in the center.
  - Resource I-2 Weekly Menu
    - Although I do not complete this resource in Child Development, the information covered on nutrition makes it so this can be completed in a later class
  - Resource I-3 Weekly Lesson Plan
    - Although I do not complete this resource in class, the daily activities done and discussed in class begin to build a resource file so that this can be completed in a later class.
  - Resource II (1-9) Nine Learning experiences
    - The CD performance objectives #'s 4 (4.3), 5(5.2), and 6(5.4), Evaluate three age-appropriate activities for infants, toddlers, and preschoolers and explain how each activity stimulates their development (physical, social, emotional, cognitive), can help to meet this resource.
    - Although I do not complete this resource in class, the daily activities done and discussed in class begin to build a resource bank so that this can be completed in a later class.
  - Resource III Ten book Bibliography
    - I read a story at the beginning of class that they record and evaluate.
  - Resource IV-4 How young children ages 3-5 develop and learn
    - The collection of this information is the foundation of the Child Development course.
    - The CD performance objective #2 (1.0), Interview a parent about roles and responsibilities of parenthood, will support this resource.
    - The CD performance objective #7 (6.0) Apply positive guidance techniques to resolve behavior challenges for each stage of development (infants, toddlers, and preschoolers), can help to meet part of this resource.
  - Resource V Record Keeping Forms
    - I have my students complete two observation in our child care center which contributes to this resource.
  - Resource VI-3 Reporting Child Abuse and Neglect.
    - This is already information covered in the Child Development Curriculum.

✓ **Level 2 in the pathway is Early Childhood A (ECE 1A)**

- This class is taken either after or at the same time as Child Development. The focus is on taking the knowledge of developing children, learned in Child Development, and using it to support the planning for, educating, and caring for children. The students spend ½ of the semester in the child care center being trained by an ECE 2 student on managing the center, teaching, and caring for the children. The other ½ of the semester is spent in class receiving the education material, planning lessons, building a resource file, and observing the children.
- A very small ECE 2 section is run during the same time as this course. See its class description below.
- CDA requirements that could be met within the ECE A course, at least this is what I do:
  - 47 hours of education
  - 33 hours of lab experience
  - In ECE A, the curriculum acts as a foundation for the writing of all of the CDA Competency Statements with their subsequent additional resource extender paragraphs. Students can more fully understand and further discuss each statement because of the exposure provided by this class.
  - Resource I-1 CPR and First Aid Training
    - Our health teacher offers this to any of the students who care for the children in the center.
  - Resource I-2 Weekly Menu
    - Although I do not complete this resource in ECE A, the information covered on nutrition and food experiences makes it so this can be completed in a later class
  - Resource I-3 Weekly Lesson Plan
    - Although I do not complete this resource in class, the daily activities done and discussed in class, along with the lessons that are planned and taught in the child care center, begin to build a resource file so that this can be completed in a later class.
    - The ECE A performance objective #8 (5.01) developing an appropriate lesson plan, can help to meet part of this resource.
  - Resource II (1-9) Nine Learning experiences
    - Although I do not complete this resource in class, the daily activities done and discussed in class, along with the lessons that are planned and taught in the child care center, begin to build a resource file so that this can be completed in a later class.
    - The ECE A performance objective #'s 9-13 (5.02 a-e) developing appropriate activities in language and literacy, math, creative art, science and sensory, and music and movement; can help to meet part of this resource.
  - Resource III Ten book Bibliography
    - This is done as part of the assignment that goes with my Language and Literacy and storytelling information. My students are to find, record, and evaluate five books according to this CDA resource. I have them do the other five books that meet this resource in the ECE B class.
  - Resource IV-4 How young children ages 3-5 develop and learn
    - The collection of this information was the foundation of the Child Development course and still continues to play in role in the education and creation of DAP activities and lessons in ECE A.
    - The ECE A performance objective #6 (4.02 b) Apply positive guidance techniques to resolve behavior challenges for each stage of development (infants, toddlers, and preschoolers), can help to meet part of this resource.
  - Resource V Record Keeping Forms
    - I have my students' complete observation in our child care center. These observations and forms contribute to this resource.
  - Resource VI-1a, b, and c on Child Care regulating, personnel requirements, and ratios
    - This information is part of the ECE A curriculum and meets the course performance objective #2 (1.02) on identifying 10 licensing standards.
  - Resource VI-3 Reporting Child Abuse and Neglect.
    - This information is in the ECE A curriculum.

✓ **Level 3 in the pathway is Early Childhood B (ECE 1B)**

- This class is taken after or at the same time as ECE A. The focus is on taking the knowledge of developing children, learned in Child Development and ECE A, and using it to expand on the knowledge of supporting, planning for, educating, and caring for children. The students spend 1 quarter in the child care center under the tutelage of the Center Director, learning how to manage the center, along with teaching and caring for the children. The other quarter is spent in class receiving the education material, planning lessons, working on the ECE/CDA portfolio, and observing one individual child.
- An ECE 2 section is NOT run during the same time as this course. See its class description below.
- CDA requirements that could be met within the ECE B course, at least this is what I do:
  - 24 hours of education
  - 38 hours of lab experience
  - In Child Development, ECE A, and ECE B, the curriculum acted as a foundation for the writing of all of the CDA Competency Statements with their subsequent additional resource extender paragraphs. These 6 statements will now be written in the ECE B class and, because of the previous course background, students can more fully understand and further discuss each statement.
  - Resource I-1 CPR and First Aid Training
    - Our health teacher offers this to any of the students who care for the children in the center.
  - Resource I-2 Weekly Menu
    - I complete this resource in ECE B as we review the information covered on nutrition and food experiences.
  - Resource I-3 Weekly Lesson Plan
    - I complete this resource in class. The students use their resource file of daily activities done and discussed from ECE A and CD, along with their resource file of lessons from CD, ECE A, and ECE B that they have planned and taught in the child care center.
    - The ECE B performance objective #3 (4.02c) teaching in a large and small group setting and #4 (5.01c) develop and implement DAP lesson plans, can help to meet part of this resource.
  - Resource II (1-9) Nine Learning experiences
    - I complete this resource in class. The students use their resource file of daily activities done and discussed from ECE A and CD, along with their resource file of lessons from CD, ECE A, and ECE B that they have planned and taught in the child care center.
    - The ECE B performance objective #'s 5-9 (5.02 a-e) developing appropriate activities in language and literacy, math, creative art, science and sensory, and music and movement; and #10, develop a Dap activity that builds social/emotional skills and improves self-concept; can help to meet part of this resource.
  - Resource III Ten Book Bibliography
    - This is done as part of the assignment that goes with my Language and Literacy and storytelling review. My students are to find, record, and evaluate five books according to this CDA resource. I had them do the other five books that met this resource in the ECE A class.
  - Resource IV Create a Family Resource guide
    - My students complete RC IV 1-4; Family counseling contact, 2 Translations service contact, 2 children disability service contact, and 3 websites with printed off articles that support the growth and development of children and child guidance.
    - The ECE B performance objective #2 (4.01 b) identify problem behaviors and demonstrate appropriate management solutions, can help to meet part of this resource.
  - Resource V Record Keeping Forms
    - I have my students' complete observation in our child care center. These observations and forms contribute to this resource.
  - Resource VI-1a, b, and c on Child Care regulating, personnel requirements, and ratios
    - In the ECE B class, my students gather the information for this resource.
  - Resource VI-2 Early Childhood Associations
    - In the ECE B class, my students gather the information on the 2 Early Childhood Associations necessary for the completion of this resource.

- Resource VI-3 Reporting Child Abuse and Neglect.
  - This information is in the ECE B curriculum my students gather the information on the necessary for the completion of this resource.

✓ **Level 4 in the pathway is Early Childhood C (the “C” stands for center) (ECE 2)**

- These students have been managed and trained for the past three ECE pathway courses and now it is their turn to do the managing and training. They will be treated as professionals working out in the child care industry and expected to maintain the strict guidelines set by the State Child Care Licensing Standards. These students act as head teachers, but they also take on the role of support teachers as the students from the other pathway courses come in to train and do their teaching experiences. This class can be taken multiple times for credit.
- During the class period that ECE B is offered, we do not enroll any ECE 2 students so that they ECE B students can have the opportunity to learn the role of head teacher without being micro-managed by the ECE 2 students. During the class period that ECE A is offered, we only enroll 4 ECE 2 students so that they can effectively train the ECE A students and provide the opportunity to practice and experience without too many “professionals” interfering. During the class periods that Child Development is offered, we enroll 8 ECE 2 students to manage the center. If students are absent and we need to meet ratio, we pull the Child Development students to come in and help.
- CDA requirements that could be met within the ECE 2 (C) course, at least this is what I do:
  - 24 hours of education each time the class is taken.
  - 66 hours of lab experience each time the class is taken.
  - Students who have completed the ECE pathway thus far have met all of the performance objective requirements for the ECE 2(C) course. They show their completed ECE/CDA portfolio work from ECE B to me and I mark off that the ECE 2 performance objectives have been met.
- Students who do not have their ECE/CDA portfolio work anymore or students who managed to skip the ECE B class (yes it happens to all of us), are given a Fast Track packet complete with the bare minimum assignments in order to meet the ECE 2 performance objectives. This packet is to be finished and turned in before they take the State Test at the end of the year.
- Since these students are enrolled in class during the same time that I am teaching other ECE classes, I do the state testing of these students on a late start morning before school begins. The students all meet in the computer lab, I feed them a muffin and some juice, and they all take the state test together at once. It has worked well for us and does not interrupt their ECE 2 duties in the child care training center.

✓ **CDA Class (enrolled as an aide for our center director)**

- Students register for this class so that they can work directly with our center director to put the finishing touches on their CDA portfolio, administer their parent questionnaires, register for the CDA license, the CDA test, their observation, and meet with a member of the CDA council to review their CDA progress.
- We hold this class at the same time as our ECE 1B class time when there is not any ECE 2 students enrolled for our Center Director to oversee. The ECE 1B class manages the center during this class hour.

✓ **Other Options**

- Doing an ECE Internship or work based learning experience
  - 42 education hours
  - 132 lab experience hours
- Being hired as a paid Child Care Center employee
  - 2 education hours
  - 520 lab experience hours

**We care about the training of the students and care even more about the children in the center and their parents who trust us to provide the best care. We want to give all of them a valuable experience so we follow this ECE pathway of education, experience, and training and support and implement the CDA credentials.**

## A. Layton High School “Summary of My CDA Education” (Refer to CDA pg. 131 & 132)

To complete the CDA license within the high school **Early Childhood Education Pathway** (Child Development, ECE 1A, ECE 1B, and ECE 2), students need **480 lab experience hours and 120 total training hours**, with at least **10 hours in each subject area** and a **C or better** in the pathway classes.

To this summary, attach school transcripts, state certificates, and official documents proving education hours and any further education hours gained in other courses beyond the ECE pathway courses. ie: Adult Roles, Human Development, Sociology, Psychology, workshops, courses, etc.

Name \_\_\_\_\_

CDA Subject Area (CDA pg 8 and 38)	PATHWAY COURSE HOURS					VERIFY Total hrs
1. Planning a safe, healthy learning environment	CD 4.91	1A 5.3	1B 4.75	2 2 p/ sem	Intern &/or the paid center Job	up to 16 hrs
2. Advancing children’s physical and intellectual development	CD 4.50	1A 12	1B 2	2 2 p/ sem	Intern &/or the paid center Job	up to 20 hrs
3. Supporting children’s Social & Emotional development	CD 10.16	1A 1.75	1B .50	2 2 p/ sem	Intern &/or the paid center Job	up to 14 hrs
4. Building productive relationships with Families	CD 3.13	1A 2	1B .50	2 2 p/ sem	Intern &/or the paid center Job	up to 7 hrs
5. Managing an effective program	CD 2.5	1A 11.5	1B 6.66	2 2 p/ sem	Intern &/or the paid center Job 20	up to 42 hrs
6. Maintaining a commitment to Professionalism	CD 2.5	1A 4.08	1B 4.16	2 2 p/ sem	Intern &/or the paid center Job 20	up to 32 hrs
7. Observing and recording children’s behavior	CD 1.41	1A 7.25	1B 3.6	2 9.75 p/ sem	Intern &/or the paid center Job	up to 22 hrs
8. Understanding principles of child development	CD 6.66	1A 2.83	1B 3.5	2 2 p/ sem	Intern &/or the paid center Job	up to 16 hrs
TOTAL possible Education hours	CD 35.77	1A 46.71	1B 25.67	2 23.75 p/ sem Total # sem__	Intern &/or the paid center Job 2 job 42 intern	175 hrs or more
TOTAL possible Lab Experience Hours	CD 2.66	1A 33	1B 37.50	2 66 p/ sem Total # sem__	Intern &/or the paid center Job 520.41 job 132 intern	791 hrs or more

Instructor Verification Signature \_\_\_\_\_ Date \_\_\_\_\_

# CDA EDUCATION and EXPERIENCE HOURS outside of the LHS Early Childhood Pathway Courses

Name: \_\_\_\_\_

Date	Time In	Time Out	Total # of Minutes	Location and/or Education course	Verification
(Total minutes ÷ 60) <b>TOTAL Education hours</b> _____					
<b>TOTAL Lab Experience Hours</b> _____					

**Instructor Verification Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

NAME: \_\_\_\_\_ Period(s): \_\_\_\_\_ Score: \_\_\_\_\_ / 300

## ECE 2 Performance Objectives Fast Track

This assignment packet is **only for those students who have not taken the ECE 1B** course prior to being enrolled in the ECE 2 course. Complete the entire packet to meet the course requirements. The work can be typed or professionally written. **If you have any questions or need help, see Miss Terry or Mrs. Johnson.**

This packet is **due to Mrs. Johnson** (rm 172) on or before: **midterms of 2<sup>nd</sup> or 4<sup>th</sup> quarter.**

### Section 1. Reflective Competency Statement (CS) Instructions

Complete three written reflections, **at least 75 words in length**, on your own teaching practices.

Begin each reflective statement **describing** why you think the competence is important for you as the caregiver, to the children, the families of the children, other employees, and to the center or school. Finally, include at least **three specific examples** that you will do to meet each of the listed functional area(s).

#### **Sample: NOT TO BE DUPLICATED**

I will support social and emotional development and provide positive guidance by developing a warm, positive, and trusting relationship with the children and their families. I also feel that many children come from a home where it is unknown how to effectively guide and communicate with a child so this skill will be modeled. Through this, the children and the families will learn what a strong emotional relationship looks like and how to effectively provide one for their children.

**Self:** My environment will be a place where children can develop their own individual talents through appropriate DAP play. I will use the children's names and acknowledge their culture to build self-identity. Children will have marked space to store their things and their work. I will encourage children to do those tasks that they can do.

**Social:** My environment will be a place where children can interact and play with each other. Props for curriculum areas will represent many cultural groups. I will encourage cooperation and respect between children rather than competition.

**Guidance:** The room environment, space, and materials will provide ample opportunities for appropriate playing and choices. I will verbally and non-verbally sincerely acknowledge when a child is exhibiting appropriate behaviors. I will stick to routine and schedules so children know what to expect. I will model appropriate and expected social skills. I will help children use their words rather than emotions.

### Section 2. Resource Collection (RC) Instructions

Read the instructions and collect or create the assigned resource materials.

## A. Competency Statement I & Resource Collection I

Competency Statement I	Functional Areas	Definitions
To establish and maintain a safe, healthy learning environment	1. Safe 2. Healthy 3. Learning Environment	1. Candidate provides a safe environment and teaches children safe practices to prevent and reduce injuries. 2. Candidate provides an environment that promotes health and prevents illness, and teaches children about good nutrition and practices that promote wellness. 3. Candidate organizes and uses relationships, the physical space, materials, daily schedule, and routines to create a secure, interesting, and enjoyable environment that promotes engagement, play, exploration, and learning of all children including children with disabilities and special needs.

### Competency Statement I



- **RC I-2 Weekly menus**

Provide a copy of one weekly menu for children. Use the menu that is currently being served in the child care center.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Breakfast</b>  (at least 2 food items and a drink)					
<b>Lunch</b>  (at least 3 food items and a drink)					
<b>Snack</b>  (at least 1 food items and a drink)					

RCI

## • RC I-3 Weekly Lesson Plans

Provide a sample of a weekly plan that includes goals for children's learning and development, a brief description of planned learning experiences, and also accommodations for children with special needs. Indicate the age group(s) for which the plan is intended.

<b>Weekly Theme</b>				<b>Age Group</b>	
<b>Vocabulary Words</b>			<b>Factual Statements</b>		
<b>Objective Goals : Through participating in the experiences, the children may learn:</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Group Time</b> (songs, stories, games, etc.)					
<b>Outdoor Activities</b> (1 idea each day)					
<b>Small group activities</b> (1 activity in each curriculum area)	<b>Language &amp; Literacy</b>	<b>Music</b>	<b>Art</b>	<b>Science</b>	<b>Math</b>
<b>Special Needs Accommodations</b> (Hearing, seeing, speech, physical struggles, broken leg/arm, etc.) Choose 1 special need and 1 activity that you would adjust to accommodate the special need.		<b>Special Need:</b> _____			
<b>Self-Selected Activities (SSA)</b>					
<b>Dramatic Play</b>		<b>Blocks</b>		<b>Sensory Table (sand and water)</b>	
<b>Fine Motor</b>		<b>Library Corner</b>		<b>Extra Activity</b>	

## B. Competency Statement III & Resource Collection III


Competency Statement III	Functional Areas	Definitions
To support social and emotional development and to provide positive guidance	8. Self 9. Social 10. Guidance	<p>8. Candidate develops a warm, positive, supportive, and responsive relationship with each child, and helps each child learn about and take pride in their own individual and cultural identity.</p> <p>9. Candidate helps each child function effectively in the group, learn to express feelings, acquire social skills, and make friends, and promotes mutual respect among children and adults.</p> <p>10. Candidate provides a supportive environment and uses effective strategies to promote children's self-regulation and support acceptable behaviors, and effectively intervenes for children with persistent challenging behaviors.</p>

### Competency Statement III

### c. Competency Statement IV & Resource Collection IV

Competency Statement IV	Functional Areas	Definitions
To establish positive and productive relationships with families.	11. Families	11. Candidate establishes a positive, responsive, and cooperative relationship with each child's family, engages in two-way communication with families, encourages their involvement in the program, and supports the child's relationship with his or her family.

## Competency Statement IV



- **RC IV - Create a *Family Resources Guide* that you might choose to share with the families you serve. The guide should include helpful working information you think they might need.**
  - [www.careaboutchildcare.utah.gov](http://www.careaboutchildcare.utah.gov)
  - <http://health.utah.gov/licensing/centerinterpretation.htm>

▪ **RC IV-1 Family Counseling**

Provide the name and contact information (agency name, phone number, website, address, etc.) of a local agency in the community where you work that provides family counseling.

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▪ **Resource IV-2 Translation Service**

Find out contact information (agency name, phone number, website, address, etc.) of a translation service for families whose home language is other than English as well as a service that provides American Sign Language translation.

<b>Translation Service where the home language is other than English:</b>
<b>Service for American Sign Language translation</b>

▪ **Resource IV-3 Children with disabilities**

Obtain contact information agency name, phone number, website, address, etc.)for at least two agencies in the community that provide resources and services for children with disabilities (in most communities, the local school district provides these services).

1.	2.
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▪ **Resource IV-4 How young children develop and learn**

Provide a list of three or more websites, and brief descriptions of each, that provide current information to help families understand how young children, ages 3- 5 years old, develop and learn. Web sites must contain articles that help families understand the development and learning of 3-5 year olds.

**Source #1 - Child Development and Learning**

Website:

Brief Description

**Source #2 - Child Development and Learning**

Website:

Brief Description

**Source #3 - Child Guidance techniques**

Website:

Brief Description

## Summary of My CDA Education” (Refer to CDA pg. 131 & 132)

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Name \_\_\_\_\_

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1. Planning a safe, healthy learning environment	CD	1A	1B	2	Intern &/or the paid center Job	up to 16 hrs
	4.91	5.3	4.75	2 p/ sem		
2. Advancing children’s physical and intellectual development	CD	1A	1B	2	Intern &/or the paid center Job	up to 20 hrs
	4.50	12	2	2 p/ sem		
3. Supporting children’s Social & Emotional development	CD	1A	1B	2	Intern &/or the paid center Job	up to 14 hrs
	10.16	1.75	.50	2 p/ sem		
4. Building productive relationships with Families	CD	1A	1B	2	Intern &/or the paid center Job	up to 7 hrs
	3.13	2	.50	2 p/ sem		
5. Managing an effective program	CD	1A	1B	2	Intern &/or the paid center Job	up to 42 hrs
	2.5	11.5	6.66	2 p/ sem	20	
6. Maintaining a commitment to Professionalism	CD	1A	1B	2	Intern &/or the paid center Job	up to 32 hrs
	2.5	4.08	4.16	2 p/ sem	20	
7. Observing and recording children’s behavior	CD	1A	1B	2	Intern &/or the paid center Job	up to 22 hrs
	1.41	7.25	3.6	9.75 p/ sem		
8. Understanding principles of child development	CD	1A	1B	2	Intern &/or the paid center Job	up to 16 hrs
	6.66	2.83	3.5	2 p/ sem		
TOTAL possible Education hours	CD	1A	1B	2	Intern &/or the paid center Job	175 hrs or more
	35.77	46.71	25.67	23.75 p/ sem Total # sem__	2 job 42 intern	
TOTAL possible Lab Experience Hours	CD	1A	1B	2	Intern &/or the paid center Job	791 hrs or more
	2.66	33	37.50	66 p/ sem Total # sem__	520.41 job 132 intern	

Instructor Verification Signature \_\_\_\_\_ Date \_\_\_\_\_

# CDA EDUCATION and EXPERIENCE HOURS outside of the LHS Early Childhood Pathway Courses

Name: \_\_\_\_\_

Date	Time In	Time Out	Total # of Minutes	Location and/or Education course	Verification
(Total minutes ÷ 60) <b>TOTAL Education hours</b> _____					
<b>TOTAL Lab Experience Hours</b> _____					

Instructor Verification Signature \_\_\_\_\_ Date \_\_\_\_\_