

# ***Completion of the CDA education and experience hours***

**AWARDED TO**

\_\_\_\_\_

**Awarded this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_**

**Education hours completed: \_\_\_\_\_**

**Experience hours completed: \_\_\_\_\_**

***Layton High School and  
the Utah State Office  
of Education***



\_\_\_\_\_

**Signature of Instructor**

\_\_\_\_\_

**Date**

# **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	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 16 hrs
	1.41	7.25	3.6	3 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	169 hrs or more
	35.77	46.71	25.67	17 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 \_\_\_\_\_

**The ABC's (Amazing Benefit to Children & Students) is blending  
the ECE (Early Childhood Education) pathway with the CDA (Child Development Associates) license.**

✓ **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)

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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** \_\_\_\_\_



## **LHS Early Childhood Education Pathway ABC&D's Explained to the Counselors and Administrators**

We care about the training of the students, the children enrolled in the center, and their parents who trust us with their children. We want to give them all a valuable education and experience. This is why we follow this ECE pathway road map.

### **Level 1 in this pathway is Child Development.**

**I have 38 desks so the cap can be set at 38. The more the merrier. All are welcome here.**

It is an introduction of children from birth to 5 and focuses on how they develop and how we as caregivers influence the development of children for positive and negative. The students get a taste of the Child Care Center as they have a head teaching group experience, a support teaching experience, and complete 2 child observations. A strong foundation for receiving the CDA license begins here. Any grade level can take this course. This course is a prerequisite for the next three ECE courses.

### **Level 2 in the pathway is Early Childhood A Curriculum (ECE A).**

**Because of the nature and numerous rotations into the center, this class cap is best set at 30 (but would prefer closer to 25). Since there is an ECE 2 or C (C for center) course run simultaneously as ECE A, it makes for a lot of big bodies rotating into the center and the little children get lost in the mix - well not really lost. Obviously I can manage more students in the class, but then we have big teaching groups and now it is the students who get lost in the mix.**

This level 2 class is best taken after Child Development, some take it at the same time as Child Development, and others, only under special circumstances and permission, take the class having not had the Child Development course. The focus is on taking the knowledge of developing children and using it to educate and care for children. A strong foundation for receiving the CDA license begins here. Also, students receive an introduction to Child Care management training so that, eventually, they are fully trained and can run the center in the ECE 2 (C) course. All of this is done through a rotation where they spend 1/2 of the semester in the classroom and 1/2 of the semester working with the children in the Child Care Center group teaching lessons, acting as support teachers, working with the children, and performing child observations.

### **Level 3 in the pathway is Early Childhood B Lab (ECE B).**

**Since this class is split directly in half to run the center and there is NOT an ECE 2 (C) class run during this period at all, we need to keep this class size down so that the experience is effective for both the students and the children. We can make a class size of 28 work for us, although it can be a lot of big bodies, as nice and manageable size. Obviously we would prefer around 20-24 total students, but we hate to leave anyone out and know that this not seen as a large enough class size.**

Now that the students are experts on developing and educating children, we expand on their experience. There is not an ECE 2 class run during this hour so the ECE B students have complete management of the center, next to Director Terry. We depend on their previous course trainings, experience, and education to make this successful. This class is also on a rotation where 1/2 of the students are managing the center and the other 1/2 are reviewing and receiving further education, having many solo head teaching experiences, performing a professional detailed observation on one child, and completing a teaching portfolio for the **National CDA License** that demonstrates their skills and knowledge. Students spend 3/4th of the semester in the Child Care Training Center.

### **Level 4 in the pathway is Early Childhood 2 or Center (ECE C).**

**These students manage the center, under the tutelage of Director Terry, just like they would if they were out in the industry. We need to keep the number of students at an amount that parallels the *Utah State Child Care Licensing Ratio Standards*. We would prefer no more than **9 (maybe 10)** students be placed in this class each period so they can have a chance to really put their education and training to the test. This class size number also allows for the students from the other ECE courses to filter in and out as guest teachers and supporters without having too many big bodies. With special permission, we will allow **ONLY SENIORS** to take this course who have NOT had all of the prior courses. We call this *"Placing them on the Fast Track"* and have them do some extra assignments to get caught up with the rest of the trained students.**

**\*\*\*Please note that there is NOT an ECE 2 (C) course run during the ECE B class hour and there are ONLY 4 students enrolled during an ECE A period.**

These students sole responsibility is to see that the center is professionally run according to ***Utah State Child Care Licensing Standards***. We treat them and their position just like a career in the industry world. By now they have had three classes that have trained, educated, and prepared them for this career focused experience. The students act as head teachers as they develop, educate, and care for the children enrolled in the center, but they also act as support teachers training the students from the first 3 ECE pathway courses as they visit the center receiving the knowledge and skills to, one day, be a competent and efficient ECE 2 student.

**Level 5 in the pathway is Early Childhood CDA (ECE D).**

**Currently, the students are enrolled during this single period as the director's aide, but we would like to see this course provide more than just credit for being an aide.**

This class is only offered during the ECE B block and is limited to those who have taken all of the pathway classes and are committed to obtaining their CDA license before the end of the calendar year. The students will work one on one with the Center Director to put the finishing touches on the requirements for completing and applying for the National CDA license.

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

Period: \_\_\_\_\_

\_\_\_\_\_ / 540

Due by 1<sup>st</sup> / 3<sup>rd</sup> Midterm \_\_\_\_\_ or you will **NOT** be able to be in the child care training center until it is turned in.

**ECE 2 1<sup>st</sup> Semester or 2<sup>nd</sup> Semester NEW STUDENT Orientation Training Modules**

**“ WHY DO WE HAVE TO DO THIS?!!!!”**

Center Rule Interpretation Manual <http://childcarelicensing.utah.gov/>

**\*\* R430-100-7 (8): PERSONNEL:** *As a Utah State Licensed Child Care Training Center, “Each new director, assistant director, caregiver, assistant caregiver, and volunteer shall receive orientation training prior to assuming caregiving duties. High school or college students who work with children in a center as part of a child development class are considered to be volunteers and must complete orientation training. High school or college students who only observe children at a center, but do not interact with the children, are not required to complete orientation training. {High school} Caregivers are never to be left alone with children until all of the required orientation training is completed.” Rationale / Explanation: The purpose of this state standard rule is to ensure that all new staff members receive basic training for the work they will be doing and understand their duties and responsibilities. Because of frequent staff turnover in the child care field, it is essential that the health and safety of children in care are protected by not leaving new caregivers alone with children until they have completed basic orientation training.* **\*\* All orientation training listed below shall be completed, turned into the Instructor as training documentation, and kept on file.**

Orientation shall include the following topics		How to complete this training
A.	Job description and duties	<ul style="list-style-type: none"> <li>Go to Mrs. Terry Rawley’s website located on the LHS staff website <a href="http://www.davis.k12.ut.us/Domain/8326">http://www.davis.k12.ut.us/Domain/8326</a> or Mrs. Johnson’s page <a href="http://www.davis.k12.ut.us/Page/43763">http://www.davis.k12.ut.us/Page/43763</a> Click on the link for <i>Job description and Duties</i> to read about and help you to complete the information below.</li> <li>Which age group have you been assigned to care for this semester? _____</li> <li>What are 3 of your job descriptions, responsibilities, and duties that you are expected to perform in this area?</li> </ul>
	Do this by the 1 <sup>st</sup> Friday of this quarter.	
	0 1 2 3 x 10 = _____ / 30 points	
		1.
		2.
		3.

B.	<p>The Davis District's /center's written policies and procedures</p> <p>Do this by the 1<sup>st</sup> Friday of this quarter.</p> <p>0 1 2 3 x 10 = _____ / 30 points</p>	<ul style="list-style-type: none"> <li>Go to Mrs. Terry Rawley's website located on the LHS staff website <a href="http://www.davis.k12.ut.us/Domain/8326">http://www.davis.k12.ut.us/Domain/8326</a> or Mrs. Johnson's page <a href="http://www.davis.k12.ut.us/Page/43763">http://www.davis.k12.ut.us/Page/43763</a> Click on the link for <i>District Policy and Procedure Manual</i> to help you complete this section of your packet.</li> <li>Read through the <i>District Policy and Procedure Manual</i> that the parents and guardians are to comply with so that you understand the expectations and requirements of our parents.</li> <li>What is a reminder for parents or guardians concerning arrival time?</li> </ul> <div data-bbox="617 358 2043 496" style="border: 1px solid black; height: 85px; margin-bottom: 10px;"></div> <ul style="list-style-type: none"> <li>Provide one other rule that you read in the manual that you felt is important to follow.</li> </ul> <div data-bbox="617 548 2043 695" style="border: 1px solid black; height: 90px;"></div>
C.	<p>The center's emergency and disaster plan</p> <p>Do this by the 2<sup>nd</sup> Friday of this quarter.</p> <p>0 1 2 3 x 10 = _____ / 30 points</p>	<ul style="list-style-type: none"> <li>Go to Mrs. Terry Rawley's website located on the LHS staff website <a href="http://www.davis.k12.ut.us/Domain/8326">http://www.davis.k12.ut.us/Domain/8326</a> or Mrs. Johnson's page <a href="http://www.davis.k12.ut.us/Page/43763">http://www.davis.k12.ut.us/Page/43763</a> Click on the link for <i>Center's Emergency And Disaster Plan</i> to read about and help you to complete the information below.</li> <li>What will we do in our center if:             <ol style="list-style-type: none"> <li>A child is seriously ill or injured?</li> <li>There is a fire or emergency evacuation?</li> <li>There is an earthquake?</li> <li>There is a lockdown?</li> <li>What is the role of all student teachers in an emergency?</li> </ol> </li> </ul> <div data-bbox="617 842 2043 964" style="border: 1px solid black; height: 75px; margin-bottom: 10px;"></div> <div data-bbox="617 964 2043 1086" style="border: 1px solid black; height: 75px; margin-bottom: 10px;"></div> <div data-bbox="617 1086 2043 1208" style="border: 1px solid black; height: 75px; margin-bottom: 10px;"></div> <div data-bbox="617 1208 2043 1330" style="border: 1px solid black; height: 75px; margin-bottom: 10px;"></div> <div data-bbox="617 1330 2043 1446" style="border: 1px solid black; height: 72px;"></div>

D.	<p>The current child care licensing rules</p> <p><i>Complete this section by the 2<sup>nd</sup> Friday of this quarter.</i></p> <p><i>150 points</i></p>	<ul style="list-style-type: none"> <li>Obtain a <u><i>Utah Licensing Laws and Standards for Child Care Training Centers</i></u> packet and find the section to complete on <i>Current Child Care Licensing Rules</i>.</li> <li>Go to Mrs. Terry Rawley's website located on the LHS staff website <a href="http://www.davis.k12.ut.us/Domain/8326">http://www.davis.k12.ut.us/Domain/8326</a> or Mrs. Johnson's page <a href="http://www.davis.k12.ut.us/Page/43763">http://www.davis.k12.ut.us/Page/43763</a> Click on the link for <i>Current Child Care Licensing Rules</i> to help you complete this section of your packet.</li> <li><b>On your own piece of paper</b>, fill in each missing blank with the word that completes the sentence. <b>Attach</b> the completed fill in the blank paper to this staff orientation training sheet. Remember to return the 2 class set packets, if you borrowed them.</li> </ul>
E.	<p>Introduction and orientation of the children assigned to the caregiver</p> <p>Do this by the 3<sup>rd</sup> Friday of this quarter.</p> <p>0 1 2 3 x 10 = _____ / 30 points</p>	<ul style="list-style-type: none"> <li>Go to the paid adult specialist in your assigned child area and schedule a time to complete this section on having an <i>introduction and orientation to the children assigned to the caregiver</i>.</li> <li>Have your specialist sign here to show that you received your orientation from them: _____</li> <li>What are 2 specific responsibilities, and duties that you are expected to perform in your assigned area?</li> </ul> <div data-bbox="617 618 2034 792">1.</div> <div data-bbox="617 792 2034 971">2.</div>
F.	<p>A review of the information in the health assessment for each child in their assigned group</p> <p>Do this by the 3<sup>rd</sup> Friday of this quarter.</p> <p>0 1 2 3 x 10 = _____ / 30 points</p>	<ul style="list-style-type: none"> <li>Go to the paid adult specialist in your assigned child area and schedule a time to complete this section on having a <i>Review of health assessment for each child</i>.</li> <li>Have your specialist sign here to show that you received your orientation from them: _____</li> <li>Name one of the children that you were given special CONFIDENTIAL information concerning their care _____.</li> <li>What attention are you to provide for the above listed child who needs special CONFIDENTIAL care?</li> </ul> <div data-bbox="617 1239 2034 1498"></div>

G.	<p>Procedure for releasing children to authorized individuals only</p> <p>Do this by the 3<sup>rd</sup> Friday of this quarter.</p> <p>0 1 2 3 x 10 = _____ / 30 points</p>	<ul style="list-style-type: none"> <li>Go to Mrs. Terry Rawley's website located on the LHS staff website <a href="http://www.davis.k12.ut.us/Domain/8326">http://www.davis.k12.ut.us/Domain/8326</a> or Mrs. Johnson's page <a href="http://www.davis.k12.ut.us/Page/43763">http://www.davis.k12.ut.us/Page/43763</a> Read the information for <i>Procedure For Releasing Children</i> to help you to complete the information below.</li> <li>Explain the policy and procedure for releasing children to authorized individuals only.</li> </ul> <table border="1" data-bbox="617 289 2037 557"> <thead> <tr> <th data-bbox="617 289 1312 321">Policy or rule</th> <th data-bbox="1312 289 2037 321">Procedure or steps to follow the rule</th> </tr> </thead> <tbody> <tr> <td data-bbox="617 321 1312 557"></td> <td data-bbox="1312 321 2037 557"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>What is the policy and procedure if an unauthorized person wants to take the child?</li> </ul> <table border="1" data-bbox="617 613 2037 881"> <thead> <tr> <th data-bbox="617 613 1312 646">Policy or rule</th> <th data-bbox="1312 613 2037 646">Procedure or steps to follow the rule</th> </tr> </thead> <tbody> <tr> <td data-bbox="617 646 1312 881"></td> <td data-bbox="1312 646 2037 881"></td> </tr> </tbody> </table>	Policy or rule	Procedure or steps to follow the rule			Policy or rule	Procedure or steps to follow the rule		
Policy or rule	Procedure or steps to follow the rule									
Policy or rule	Procedure or steps to follow the rule									
H.	<p>Proper cleanup of body fluids</p> <p>Do this by the 4<sup>th</sup> Friday of this quarter.</p> <p>0 1 2 3 x 10 = _____ / 30 points</p>	<ul style="list-style-type: none"> <li>Go to Mrs. Terry Rawley's website located on the LHS staff website <a href="http://www.davis.k12.ut.us/Domain/8326">http://www.davis.k12.ut.us/Domain/8326</a> or Mrs. Johnson's page <a href="http://www.davis.k12.ut.us/Page/43763">http://www.davis.k12.ut.us/Page/43763</a> Click on the link for <i>Proper Clean Up Of Body Fluids</i>.</li> <li>Summarize the procedure and steps for cleaning up body fluids.</li> </ul> <table border="1" data-bbox="617 1044 2037 1344"> <tr> <td data-bbox="617 1044 2037 1344"></td> </tr> </table>								

I	<p>Signs and symptoms of child abuse and neglect, including sexual abuse, and legal reporting requirements for witnessing or suspicion of abuse, neglect, and exploitation</p> <p>Do this by the 4<sup>th</sup> Friday of this quarter.</p> <p>0 1 2 3 x 10 = _____ / 30 points</p>	<ul style="list-style-type: none"> <li>Go to Mrs. Terry Rawley's website located on the LHS staff website <a href="http://www.davis.k12.ut.us/Domain/8326">http://www.davis.k12.ut.us/Domain/8326</a> or Mrs. Johnson's page <a href="http://www.davis.k12.ut.us/Page/43763">http://www.davis.k12.ut.us/Page/43763</a> Click on the link for <i>Child Abuse</i> to read about and help you to complete the information below.</li> <li>Explain these types of abuse <table border="1" data-bbox="617 256 2034 787"> <thead> <tr> <th>Child Abuse</th><th>Define</th><th>Signs and Symptoms</th></tr> </thead> <tbody> <tr> <td>Physical</td><td></td><td></td></tr> <tr> <td>Emotional</td><td></td><td></td></tr> <tr> <td>Neglect</td><td></td><td></td></tr> <tr> <td>Sexual</td><td></td><td></td></tr> </tbody> </table> </li> <li>Explain the state's legal MANDATORY reporting requirements for witnessing or suspicion of abuse, neglect, and exploitation. <div data-bbox="617 837 2034 987"></div> </li> <li>Provide the contact information (name, phone #, address) for Two local agency's you can contact to report the abuse? <table border="1" data-bbox="617 1036 2034 1156"> <tr> <td></td><td></td></tr> </table> </li> </ul>	Child Abuse	Define	Signs and Symptoms	Physical			Emotional			Neglect			Sexual				
Child Abuse	Define	Signs and Symptoms																	
Physical																			
Emotional																			
Neglect																			
Sexual																			
J	<p>Obtaining assistance in emergencies, as specified in the center's emergency and disaster plan.</p> <p>Do this by the 4<sup>th</sup> Friday of this quarter.</p> <p>0 1 2 3 x 10 = _____ / 30 points</p>	<ul style="list-style-type: none"> <li>Go to Mrs. Terry Rawley's website located on the LHS staff website <a href="http://www.davis.k12.ut.us/Domain/8326">http://www.davis.k12.ut.us/Domain/8326</a> or Mrs. Johnson's page <a href="http://www.davis.k12.ut.us/Page/43763">http://www.davis.k12.ut.us/Page/43763</a> Click on the link for <i>Obtaining Assistance In Emergencies</i> to read about and help you to complete the information below.</li> <li>What is to be done to obtain assistance in emergencies when you are with the children outside of the center? <div data-bbox="617 1312 2034 1487"></div> </li> </ul>																	

K	<p>Preventing shaken baby syndrome and coping with crying babies</p> <p>Do this by the 4<sup>th</sup> Friday of this quarter.</p> <p>0 1 2 3 x 10 = _____ / 30 points</p>	<ul style="list-style-type: none"> <li>Go to Mrs. Terry Rawley's website located on the LHS staff website <a href="http://www.davis.k12.ut.us/Domain/8326">http://www.davis.k12.ut.us/Domain/8326</a> or Mrs. Johnson's page <a href="http://www.davis.k12.ut.us/Page/43763">http://www.davis.k12.ut.us/Page/43763</a> Click on the link for <i>Coping with Crying Babies and Preventing Shaken Baby Syndrome</i> to read about and help you to complete the information below.</li> <li>Give 3 strategies for coping with a crying baby             <div data-bbox="617 285 2034 553"> <div>1.</div> <div>2.</div> <div>3.</div> </div> </li> <li>What is Shaken Baby Syndrome? <div data-bbox="617 602 2034 724"></div></li> <li>How can you prevent Shaken Baby Syndrome from occurring? <div data-bbox="617 773 2034 922"></div></li> </ul>
L	<p>Preventing sudden infant death syndrome</p> <p>Do this by the 4<sup>th</sup> Friday of this quarter.</p> <p>0 1 2 3 x 10 = _____ / 30 points</p>	<ul style="list-style-type: none"> <li>Go to Mrs. Terry Rawley's website located on the LHS staff website <a href="http://www.davis.k12.ut.us/Domain/8326">http://www.davis.k12.ut.us/Domain/8326</a> or Mrs. Johnson's page <a href="http://www.davis.k12.ut.us/Page/43763">http://www.davis.k12.ut.us/Page/43763</a> Click on the link for <i>Preventing Sudden Infant Death Syndrome</i> to read about and help you to complete the information below.</li> <li>What is Sudden Infant Death Syndrome (SIDS)? <div data-bbox="617 1104 2034 1226"></div></li> <li>How can you help to prevent SIDS? <div data-bbox="617 1274 2034 1424"></div></li> </ul>



M.	<p><b>Family Style Meal</b></p> <p>Do this by the 4<sup>th</sup> Friday of this quarter.</p> <p>0 1 2 3 x 10 = _____ / 30 points</p>	<ul style="list-style-type: none"> <li>Go to the ECE class website <a href="http://www.davis.k12.ut.us/Page/43765">http://www.davis.k12.ut.us/Page/43765</a> or Mrs. Terry Rawley's website located on the LHS staff website. Click on the link for <i>Family Style Meal</i> to watch and help you to complete the information below.</li> <li>What is your role during Family Style Meal?</li> </ul> <div></div>
N.	<p><b>Point of Service</b></p> <p>Do this by the 4<sup>th</sup> Friday of this quarter.</p> <p>0 1 2 3 x 10 = _____ / 30 points</p>	<ul style="list-style-type: none"> <li>Go to the ECE class website <a href="http://www.davis.k12.ut.us/Page/43765">http://www.davis.k12.ut.us/Page/43765</a> or Mrs. Terry Rawley's website located on the LHS staff website. Click on the link for <i>Point of Service</i> to watch or read about and help you to complete the information below.</li> <li>What is your role during Point of Service?</li> </ul> <div></div>
O.	<p><b>Child and Adult Care Food Program (CACFP)</b></p> <p>Do this by the 4<sup>th</sup> Friday of this quarter.</p> <p>0 1 2 3 x 10 = _____ / 30 points</p>	<ul style="list-style-type: none"> <li>Go to the ECE class website <a href="http://www.davis.k12.ut.us/Page/43765">http://www.davis.k12.ut.us/Page/43765</a> or Mrs. Terry Rawley's website located on the LHS staff website. Click on the link for <i>Child and Adult Care Food Program (CACFP)</i> to watch and help you to complete the information below.</li> <li>Read the attached New Employee Orientation Training for the Child and Adult Care food Program (CACFP). Initial each item that applies. <a href="http://health.mo.gov/living/wellness/nutrition/foodprograms/cacfp/training.php">http://health.mo.gov/living/wellness/nutrition/foodprograms/cacfp/training.php</a></li> </ul>

**NEW EMPLOYEE ORIENTATION TRAINING FOR THE CHILD AND ADULT CARE FOOD PROGRAM (CACFP)**  
**(initial each item that applies)**

1. \_\_\_\_\_ I understand the importance of giving each child a complete serving of each item on the menu.
2. \_\_\_\_\_ I know how to look up serving sizes based on age and the type of meal by using the Food Chart.
3. \_\_\_\_\_ I understand that each child needs to receive their full serving of milk unless there is a medical statement (from a medical person) telling what they should get instead. It has also been explained to me that each child must get their own milk, and that passing it to someone else because they don't want it does not count.
4. \_\_\_\_\_ I have had Point of Service (POS) meal counts explained to me and understand that meal counts must be taken during the meal, after the child has received their complete meal and before they have left the table.
5. \_\_\_\_\_ I understand that I do not mark children on the meal count sheets if they do not come to the table and are not served a meal.
6. \_\_\_\_\_ I know how to look up serving sizes based on age and meal type on the Infant Meal Chart.
7. \_\_\_\_\_ I understand infant meals must be served and recorded according to the Infant Meal Chart. I also understand infants up to one year old only get formula or breast milk (not regular milk) as part of a CACFP meal.
8. \_\_\_\_\_ I understand that infant meals must be recorded as soon as possible after the infant was served.
9. \_\_\_\_\_ I have had meal production sheets explained to me.
10. \_\_\_\_\_ I have had the USDA Food Buying Guide and Utah Simplified Food Buying Guide explained to me.
11. \_\_\_\_\_ I understand that meals must be planned on the meal production sheets at least a week before the meal.
12. \_\_\_\_\_ I understand that the actual amount prepared for children age 1 and up and any adult that were served must be recorded on the meal production record as soon as possible after the meal is prepared and during the meal if possible.
13. \_\_\_\_\_ I have received Civil Rights training and understand that children cannot be treated differently because of race, color, national origin, sex, age or disability.
14. \_\_\_\_\_ I understand that food cannot be used as a punishment. Meals and snacks cannot be withheld or threatened to be withheld, or the child isolated during meals.

## 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.**

### Writing a Competency Statement (CS)

Using your own paper, prepare 6 written statements, approximately **225+ words in length**, on your own teaching practices and beliefs. **Refer** to each unit's competency statement **instructions** and the sample below.

• **WHY section:**

- Begin the paragraph by **Restating**, in your own words, the Competency Statement.
  - **I will....**
- Now **describe why** you think the competence is **important** for you as a caregiver, to the children, to the families of the children, to other employees, and to the center or school.
  - **because....**

• **HOW section:**

- **Name** the functional area.
- **Restate**, in your own words, the functional area's definition.
  - **I will (To) ....**
- Now provide at least **three specific examples** that you can or will do to meet **each** of the listed **functional areas**.
  - **by (I will)...**
- See the **CDA functional statement packet** for ideas.

### Competency Statement (CSIII) Sample:

**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 **because**, I also feel that many children come from a home where it is unknown how to effectively guide and communicate with a child. This skill will be used and modeled within the center. Through these examples, the children and the families will learn what a strong emotional relationship and sense of self looks like and feels like, what positive social skills are and how to use them, and how to use positive guidance.

**Self:** I will develop a warm, positive, supportive, and responsive relationship with each child, and help each child learn about and take pride in their own individual and cultural identity.

**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:** I will help 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.

**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:** I will provide 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. 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.** (320 words)

### Resource Collection (RC)

Read the assignment instructions and collect or create the given 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)					

## • 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)

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	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** \_\_\_\_\_