

My ECE and CDA Training Portfolio

In this class, you will compile a professional portfolio that demonstrates your knowledge, experience, and skills in the area of early childhood education. This training will be put towards the CDA Professional Portfolio needed for your CDA license.

*** see pg 131 of the *CDA National Program Book* to finalize this portfolio.

2015

Congratulations on beginning YOUR Child Development Associate (CDA) credentialing process!

The following steps will help you to understand how you can obtain CDA Credential.

Step 1: Prepare

Any Time Before You Apply

- High School Education
- Professional Education – 120 clock hours, including 10 hours in each of the 8 CDA Subject Areas
- Provide transcripts and certificates

Within Three Years of Submitting Application

- Work Experience – 480 hours of experience working with children ages 3-5

Within Six Months of Submitting the Application

- Family Questionnaires
- Professional Portfolio (see next page)

Step 2: Apply

- Identify a CDA Professional Development Specialist and obtain her or his Identification Number
- Secure your director's permission for your Verification Visit
- Submit the CDA application to the Council and pay the \$425.00 assessment fee.

Step 4: Earn

- Earn your CDA Credential and receive an increase in pay.

Step 3: Demonstrate

Once the Council has approved your application and processed your payment, you must schedule and complete the following:

- Your Verification Visit
Bring your completed Professional Portfolio to your verification visit so that your PD Specialist can review it.
- Your CDA Exam

Step 5: Renew

- Renew your CDA Credential **3 years from when you receive the CDA license.**
- Earn a second CDA Credential in another area.

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/C	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/C	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/C	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/C	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/C	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/C	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/C	Intern &/or the paid center Job	up to 16 hrs
	1.41	7.25	3.6	2 p/ sem		
8. Understanding principles of child development	CD	1A	1B	2/C	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/C	Intern &/or the paid center Job	169 hrs or more
	35.77	46.71	25.67	16 p/ sem Total # sem__	2 job 42 intern	
TOTAL possible Lab Experience Hours	CD	1A	1B	2/C	Intern &/or the paid center Job	Pathway completers = 140 – 793 hrs
	3	33	38	66 p/ sem Total # sem__	521 job 132 intern	

Instructor Verification Signature _____ Date _____

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

In order for these hours to count for CDA experience, follow the **Rule of 5**: There must be at least **5 children** in your care that are **5 years and younger** in a setting where **5 professional university observations** could take place.

Name: _____

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

Instructor Verification Signature _____ Date _____

***Sign up for the CDA class
with the Center Director to
complete your portfolio,
finalize your CDA steps,
and receive your CDA
License.**



ECE CDA Training Portfolio Guide

Writing a Statement of Competence (SC)

Using your own paper, prepare a written statement, approximately **200+ words in length**, on your own teaching practices and beliefs. Refer to **each unit's** competency statement **instructions**, the section format below, and the sample that follows.

•**WHY** section:

- **Introduce** or **briefly restate**, in your own words, the Competency Statement.
- **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.

•**HOW** section:

- **Name** the functional area.
- **Restate** or **introduce** the functional area's definition in your own simplified words.
- Provide at least **three specific examples** that you can or will do to meet **each** of the listed functional area(s).

❖ See the **CDA functional statement packet** for example ideas.

Statement of Competence (SC III) 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.

Resource Paragraph (RP)

Write an extension paragraph (30+ words) that reinforces the resources collected.

Name: _____

Period: _____

Due: _____

Unit #1 Guide

1. You will have **FIVE class periods** to complete each task on the unit list
2. You will approve and sign off your own tasks as you complete them.
3. This rotation may need extra effort beyond class time!!!!

Unit 1 ASSIGNMENTS:**YOUR INITIALS OF COMPLETION:****UNIT POINTS POSSIBLE:**

- | | | | |
|----|--|----------------------------------|------------------------|
| 1. | Disclosure Statement – Guardian will electronically sign it on My DSD. | _____ | (separate points) |
| 2. | \$3.00 fee paid to the Child Development account | _____ | (separate points) |
| 3. | \$15.00 background check. Complete the form using the link on my website. | _____ | (separate points) |
| 4. | Workbook Organization
Obtain a <u>3 ring binder</u> , with optional sheet protectors, and tabs to organize your ECE/CDA workbook. | _____ | 0 2 (initials) |
| 5. | Study Guide Notes in workbook (I know this information for the ECE B state test)
• DAP Information (pg 3) _____
• Components of curriculum planning (pg 10) _____
• Ratios and Center licenses (pg 26) _____
• Observation (pg 6-7) _____ | _____

_____ | 0 1 2 (initials) |

YOUR LESSON PLANNING GUIDELINE QUESTIONS:

- Is each activity age appropriate? Do the children physically experience the concepts using their senses? Do activities meet DAP appropriate criteria (see your notes for this)?
- Is each activity an open ended center where the child decides that they are finished and not the project?
ie: Rather than the child gluing on the activity supplies, take away the glue and just have the children place the supplies on and then take them off and start all over again.
- Is your activity engaging enough that the child will be excited to come to your table and participate in the activity for longer than 10 minutes?

- | | | |
|----|--|-------------------|
| 6. | Lesson Planning: Lesson #1 _____
Plan lesson #1 for the assigned age group. Have the teacher proof read and approve your lesson plan and supply list and then a copy of the lesson plan will be made for you.
On the supply list, write only those items that you will not be able to obtain. If you need supplies provided for you, turn this in at least 2 weeks in advance. | (separate points) |
| 7. | Lesson Planning: Lesson #2 _____
Plan lesson #2 for the assigned age group. Have the teacher proof read and approve your lesson plan and supply list and then a copy of the lesson plan will be made for you.
On the supply list, write only those items that you will not be able to obtain. If you need supplies provided for you, turn this in at least 2 weeks in advance. | (separate points) |
| 8. | Lesson Planning: Lesson #3 _____
Plan lesson #3 for the assigned age group. Have the teacher proof read and approve your lesson plan and supply list and then a copy of the lesson plan will be made for you.
On the supply list, write only those items that you will not be able to obtain. If you need supplies provided for you, turn this in at least 2 weeks in advance. | (separate points) |
| 9. | Lesson Planning: Lesson #4 _____
Plan lesson #4 for the assigned age group. Have the teacher proof read and approve your lesson plan and supply list and then a copy of the lesson plan will be made for you.
On the supply list, write only those items that you will not be able to obtain. If you need supplies provided for you, turn this in at least 2 weeks in advance. | (separate points) |

10. Statement of Competence (SC) I Safe, Healthy, Learning Environment _____ (separate points)

- See unit section page 9 for these writing prompts.
- See the **Statement of Competence (SC)** CDA training section pg 6 for an example.

11. Resource Collection (RC) I _____ 0 1 2 (attach)
+60 pts extra credit for a copy of your CPR certificate

- See unit section page 10-12 for the resources to gather.

Although the CPR and First Aid training is optional and extra credit, CDA track will need to have it for their CDA.

CDA Track

12. Three Resource Paragraphs (RP) I _____ 0 1 2 (attach)

- See unit section page 9 for the paragraph topics.
- See the **Competency Paragraph (CP)** CDA training section pg 6 for an example.

13. Sign up for a child for the long term observation report _____ 0 2 (child information)

Child's Full Name _____ Child's Age _____ Child's Birthday _____

14. Child Observations #1 anecdotal AND #6 assessment form (pg 29-32) _____ (separate points)
- On your own paper, complete **An Anecdotal Observation** (pg 26-28) and work on the **Assessment Form** (pg 29-32).
• **This unit ONLY, turn in just the anecdotal** observation for proof reading and approval.
• The assessment form will be ongoing and worked on during each observation.

15. Preparation and Planning for Lesson #1 (I will do or have already done)

_____ 0 2 (initials)

- ✓ **Prepare and gather** all materials necessary for your lesson. Be ready to teach as if your lesson were today.
- ✓ **Practice** your activity plan on yourself or on a classmate to see if it works. Can it be done for **15 minutes**?
- ✓ **Make** a sample or have a classmate do one to see if it will work. This is not a sample for the children to see.
- ✓ **Include** pictures and/or samples of your lesson for the RC II weekly lesson plan section.

16. End Result _____ / 6

On time	0	2	In the correct order	0	2
Complete	0	1	2		

17. TOTAL UNIT #1 POINTS (18) _____ X10 = _____ / 180 pts

B. Statement of Competence I & Resource Collection I

Statement of Competence I	Functional Areas	Definitions
To establish and maintain a safe, healthy learning environment	<ol style="list-style-type: none"> 1. Safe 2. Healthy 3. Learning Environment 	<ol style="list-style-type: none"> 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.

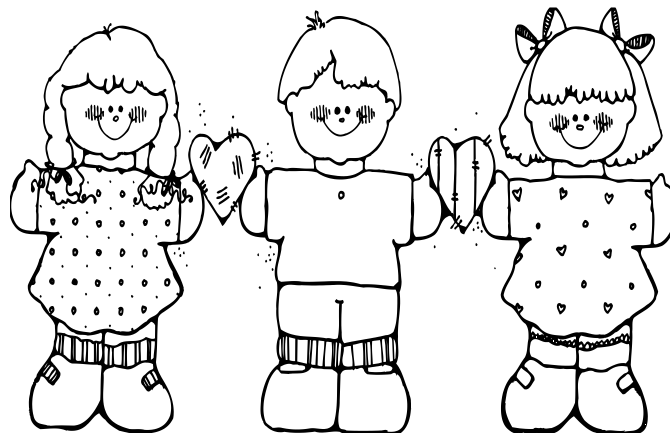
• RC I-1 CPR and First Aid Training



Include your valid and current certificate/cards of completion of (a) any first aid training course and (b) an infant/child (pediatric) CPR course offered by a nationally recognized training organization (such as American Red Cross or the American Heart Association) Online training is not acceptable. Certification must have been within the past three years.

Make a copy of your certificate and place it ON or IN FRONT OF this page.

*** When the CDA council does your evaluation, they will want to see your original certificate.**



RC I-2 Weekly menu

Provide a copy of one weekly menu for children. In order to complete the related Competency Paragraph (CP I-a), the menu, ideally, should be one that you have participated in serving or designing.

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

RC I-2

• 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.

Weekly Theme				Age Group	
Vocabulary Words			Factual Statements		
Objective Goals (Why are you doing this activity? You may not use the word "learn".)					
	Monday	Tuesday	Wednesday	Thursday	Friday
Group Time (songs, stories, games, etc.)					
Gross Motor / Outdoor Activities (1 idea each day)					
Small group activities/centers (1 activity in each curriculum area)	Language & Literacy	Music	Art	Science	Math
Special Needs Accommodations (Hearing, seeing, speech, limited mobility, medical condition, physically impaired, 30 months or less, intellectually impaired etc.)	Write 1 special need: <hr/> Choose 2 activities from above and write how you would adjust the activity for the special need.				

- **RP I-a Sample Menu from RC I-2**

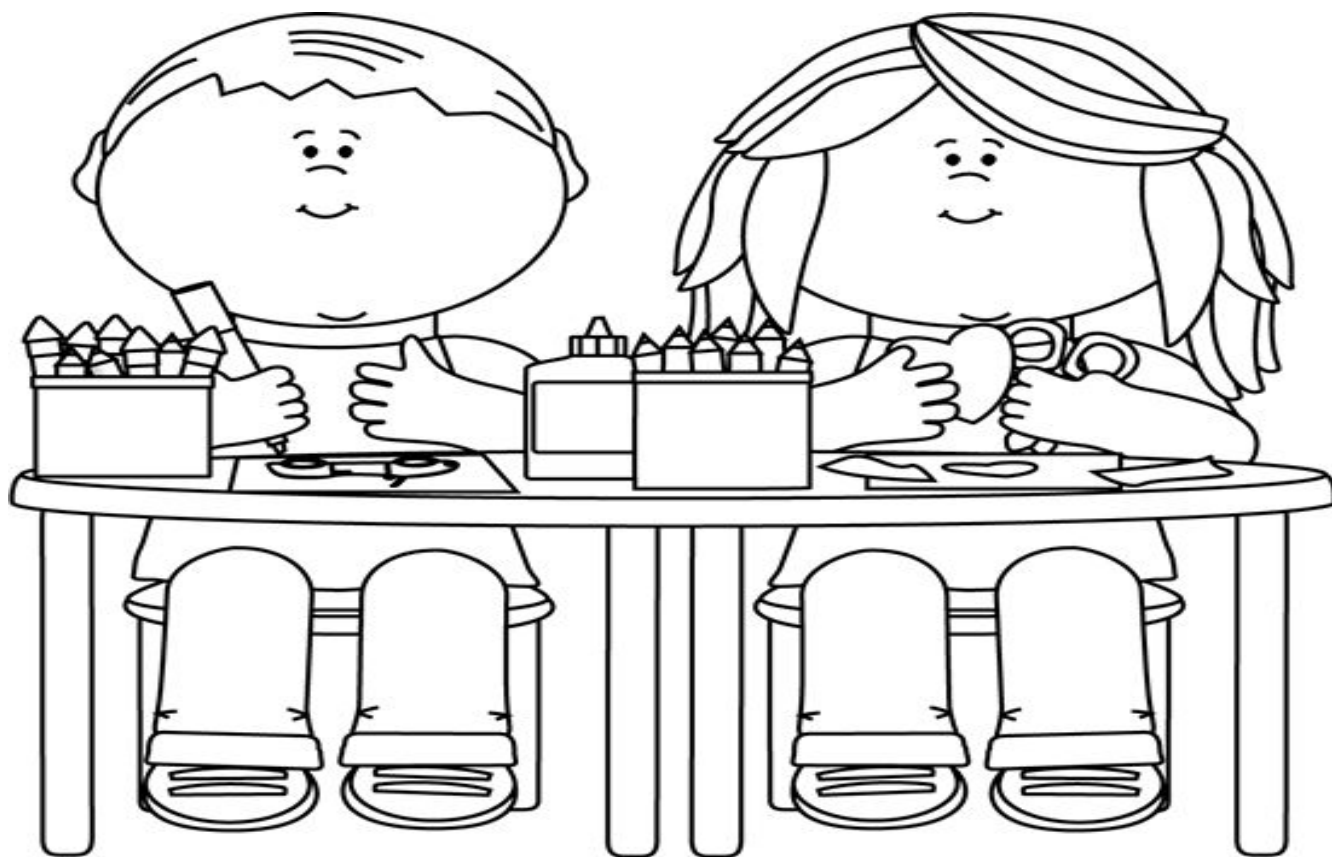
Reflect on the sample menu you wrote in Resource Collection (RC) I-2. How does it reflect your commitment to children's nutritional needs? What are its strengths and what would you change?

- **RP I-b Room Environment**

Reflect on the room environment in which you are currently providing care or where your verification visit observation will occur. How does the room design reflect the way you believe young children learn best? If the room was not designed by you, what do you see as its strengths and/or what would you change?

- **RP I-c Weekly Plan from RC I-3**

Reflect on the weekly plan you wrote in Resource Collection (RC) I-3. How does this plan reflect your philosophy of what young children need on a weekly basis? If the plan was not designed by you, what do you see as its strengths and/or what would you change?



RP I

Name: _____

Period: _____

Due: _____

Unit #2 Guide

- You will have **FIVE class periods** to complete each task on the unit list
- You will approve and sign off your own tasks as you complete them.
- This rotation may need extra effort beyond class time!!!!

Unit 2 ASSIGNMENTS:**YOUR INITIALS OF COMPLETION:****UNIT POINTS POSSIBLE:**

- | Unit 2 ASSIGNMENTS: | YOUR INITIALS OF COMPLETION: | UNIT POINTS POSSIBLE: |
|--|------------------------------|-------------------------|
| 1. Study Guide Notes in workbook (I know this information for the ECE B state test)
<ul style="list-style-type: none"> • Learning and teaching (pg 3,4,9) • Language & Literacy and Math (pg 11, 12) • Art, Science, and Food & Nutrition (pg 12, 13) • Music and Play (pg 13-15) | _____ | 0 1 2 (initials) |
| 2. Child Observations #2 anecdotal & #6 assessment form (pg 27-30) _____ (attach)
- On your own paper, complete An Anecdotal Observation (pg 26-28) and work on the Assessment Form (pg 29-32). | | |
| 3. Preparation and Planning for Lesson #1 (I will do or have already done) _____ 0 2 (initials)
<ul style="list-style-type: none"> ✓ Prepare and gather all materials necessary for your lesson. Be ready to teach as if your lesson were today. ✓ Practice your activity plan on yourself or on a classmate to see if it works. Can it be done for 20 minutes? ✓ Make a sample or have a classmate do one to see if it will work. This is not a sample for the children to see. ✓ Include pictures and/or samples of your lesson for the RC II weekly lesson plan section. | | |
| 4. Lesson #1 Teach and document _____ (I did all 3 steps!) (separate)
a. Teach the lesson
It is a good idea to document this lesson and include samples of the activities and/or pictures of the children doing your activities.
b. Lesson Evaluation done by your observer and also done by you
During your lesson, an evaluation will be done by an ECE student or an adult teacher. After your lesson, get this evaluation back and complete the individual evaluation portion on how you think the lesson went.
c. Turn in the Lesson plan with the completed evaluation. Once it is returned back to you, place your graded and evaluated lesson plan behind the RC II section . | | |

5. **Statement of Competence (SC)II Physical, Cognitive, Communication, Creative** _____ 0 1 2 (attach)
- See unit section page 15 for these writing prompts.
 - See the **Statement of Competence (SC)** CDA Training Section pg 6 for an example.

6. **Resource Collection (RC) II** _____ 0 1 2 (attach)
- See unit section page 15 for the resources to be gathered.

ECE track will ONLY do the following 5 learning experiences:
math, art, science, language literacy, and a music and movement



7. **Four Resource Paragraphs (RP)** _____ 0 1 2 (attach)
- See the unit section pgs 16 for the paragraph topics.
 - See the **Resource Paragraph (RP)** CDA Training Section pg 6 for an example.

8. **End Result** _____ / 6

On time	0	2	In the correct order	0	2
Complete	0	1	2		

9. **TOTAL POINTS (16)** _____ X 10 = _____ / 160 pts

C. Statement of Competence II & Resource Collection II

Statement of Competence II	Functional Areas	Definitions
To advance physical and intellectual competence	4. Physical 5. Cognitive 6. Communication 7. Creative	<p>4. Candidate uses a variety of developmentally appropriate equipment, learning experiences, and teaching strategies to promote the physical development (fine and gross motor) of all children.</p> <p>5. Candidate uses a variety of developmentally appropriate learning experiences and teaching strategies to promote curiosity, reasoning, and problem solving, and to lay the foundation for all later learning. Candidate implements curriculum that promotes children's learning of important mathematics, science, technology, social studies, and other content goals.</p> <p>6. Candidate uses a variety of developmentally appropriate learning experiences and teaching strategies to promote children's language and early literacy learning and help them communicate their thoughts and feelings verbally and nonverbally. Candidate helps dual-language learners make progress in understanding and speaking both English and their home language.</p> <p>7. Candidate uses a variety of developmentally appropriate learning experiences and teaching strategies for children to explore music, movement, and the visual arts, and to develop and express their creative abilities.</p>

RC II. Nine Learning Experiences

*** These learning experiences do NOT have to relate to each other. They can be, but are not limited to, activities you have already written and used in your Early Childhood pathway courses or you can use a variety of resources, websites, and curriculum book ideas.

ECE track will ONLY do these 5 learning experiences:
 math, art, science, language literacy, and a music & movement



*Basic Written **Example:** Math Lesson*
March 27th Toddler lesson on Outer Space. Activity called Numbering the Stars. Placed the number of stars around the moon with a number on it - 5 stars around the moon with a #5.

CS II RC II

When you finalize your CDA portfolio, each of the nine learning experiences listed BELOW will need to be written out in detail with the following information:

- The age group (3's, 4's, or 5's), the intended concepts and objectives, materials needed, the process/teaching strategies, and an explanation of why the activity is developmentally appropriate for that age group.
- It is best to include a visual, a sample, or a picture of each learning activity. (Google images is a great resource for this).

- RC II-1 Science and Sensory
- RC II-2 Language and Literacy
- RC II-3 Creative Arts
- RC II-4 Fine Motor Indoor Activity
- RC II-5 Gross Motor / Music and Gross Movement Activity
- RC II-6 Self-Concept (developing and building)
- RC II-7 Emotional Skills (regulating your emotions)
- RC II-8 Social Skills (developing and building)
- RC II-9 Mathematics

- **RP II-a Learning Experiences from RC II**

Pick one of the nine learning experiences you chose for RC II. How does this learning experience reflect your personal philosophy of how you support young children's physical development?

- **RP II-b Learning Experiences from RC II**

Pick another one of the nine learning experiences you chose for RC II. How does this learning experience reflect your personal philosophy of how you support young children's cognitive development?

- **RP II-c Learning Experiences RC II**

Pick another one of the nine learning experiences you chose for RC II. How does this learning experience reflect your personal philosophy of how you support young children's creative development?

- **RP II-d Communication and Language Development**

Describe ways to promote the communication and language development among all children including dual language learners.

RP II

Name: _____

Period: _____

Due: _____

Unit #3 Guide

- You will have **FOUR class periods** to complete each task on the unit list
- You will approve and sign off your own tasks as you complete them.
- This unit may need extra effort beyond class time!!!!

Unit 3 ASSIGNMENTS:**YOUR INITIALS OF COMPLETION:****UNIT POINTS POSSIBLE:**

-
1. **Study Guide Notes in workbook (I know this information for the ECE B state test)** 0 1 2 (initials)
- **Environmental space and facility (pg 7-9)** _____
 - **Positive Discipline (pg 4-6)** _____
 - **Professionalism (pg 26-27)** _____
 - **Center programs and types of care (pg 24-25)** _____
2. **Preparation and Planning for Lesson #2 (I will do or have already done)** _____ 0 2 (initials)
- Prepare and gather** all materials necessary for your lesson. Be ready to teach as if your lesson were today.
Plan how you will **Document your lesson** through pictures and/or samples.
- ✓ **Prepare and gather** all materials necessary for your lesson. Be ready to teach as if your lesson were today.
 - ✓ **Practice** your activity plan on yourself or on a classmate to see if it works. Can it be done for **20 minutes**?
 - ✓ **Make** a sample or have a classmate do one to see if it will work. This is not a sample for the children to see.
 - ✓ **Include** pictures and/or samples of your lesson for the RC II weekly lesson plan section.
3. **Lesson #2 Teach and document** _____ (I did all 3 steps!) (separate)
- a. **Teach the lesson**
It is a good idea to **document** this lesson and include samples of the activities and/or pictures of the children doing your activities.
- b. **Lesson Evaluation done by your observer and also done by you**
During your lesson, an evaluation will be done by an ECE student or an adult teacher. After your lesson, get this evaluation back and complete the individual evaluation portion on how you think the lesson went.
- c. **Turn in the Lesson plan with the completed evaluation.** Once it is returned back to you, place your graded and evaluated lesson plan behind the **RC II section**.
4. **Child Observation #3 anecdotal and #6 assessment form** _____ 0 1 2 (attach)
- On your own paper, complete **An Anecdotal Observation** (pg 26-28) and work on the **Assessment Form** (pg 29-32).

5. **Statement of Competence (SC) III** Self, Social, and Guidance _____ 0 1 2 (attach)

- See unit section page 19 for these writing prompts.
- See the **Statement of Competence (SC) CDA training** section on pg 6 for an example.

6. **Resource Collection (RC) III** _____ 0 1 2 (attach)

- See unit section page 19 for the resources to gather.

7. **Two Resource Paragraph (RP)** _____ 0 1 2 (attach)

- See unit section page 20 for these paragraph topics
- See the **Resource Paragraph (RP) CDA training** section on pg 6 for an example.

8. **End Result** _____ / 6

On time	0	2	In the correct order	0	2
Complete	0	1	2		

9. **TOTAL POINTS (18)** _____ X 10 = _____ / 180 pts

ECE Track

D. Statement of Competence III & Resource Collection III

Statement of Competence 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>

• RC III. Ten Book Bibliography



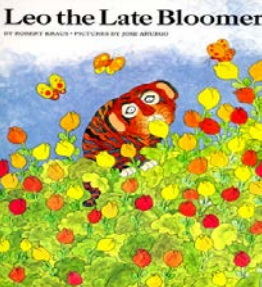
- Provide information for **10** (ECE track do 5) developmentally age-appropriate children's books that you have used with young children.
- Each book summary will include: the book title, author, the copyright and publication date, a short summary, and an identification of how the book supports an area of a child's life or challenges.



Areas or challenges in children's lives that books could address and support:

Cultural and linguistic group identity; gender identity; children with disabilities or special needs; separation, divorce, remarriage, or blended families; everyday activities and routines; and/or the cycle of life from human reproduction to death, topics that reflect the children and families with whom are in your care, children's self-concept and self-esteem, to help children deal with life's challenges, etc.

SAMPLE FORMAT FOR BOOK BIBLIOGRAPHY

Book title and optional picture	Author and Illustrator	Publisher and Copyright date	Summary	Topic
	by Robert Kraus and Jose Aruego	HarperTrophy Jan. 20th, 1994 ISBN-13: 9780064433488	Leo couldn't do anything right. He couldn't read. He couldn't write. He couldn't draw. When Leo's father asks what the matter with Leo is, Leo's mother explains that he's simply a late bloomer. In his own good time, Leo does read, he does write, and he does draw.	Children grow and develop at their own rate and time.

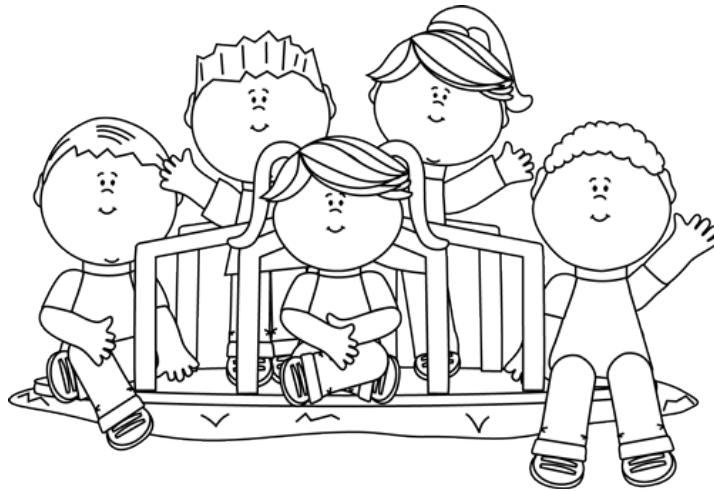
SC III RC III

- **RP III-a Support Development of Children**

Describe some of the ways you support the development of children's positive self-concepts and growing social / emotional skills.

- **RP III-b Guiding Young Children's Positive Behavior**

Reflect on your personal philosophy of guiding young children's POSITIVE behaviors. How is your professional philosophy similar or different from how you were guided as a child? How do you constructively deal with young children's challenging behaviors?



RP III

Name: _____

Period: _____

Due: _____

Unit #4 Guide

- You will have **FOUR class periods** to complete each task on the unit list
- You will approve and sign off your own tasks as you complete them.
- This unit may need extra effort beyond class time!!!!

Unit 4 ASSIGNMENTS:**YOUR INITIALS OF COMPLETION:****UNIT POINTS POSSIBLE:**

-
1. Study Guide Notes in workbook (I know this information for the state ECE B test) 0 1 2 (initials)
- Nutritional Needs and Sanitation (pg 23-24) _____
 - Safe and secure environment (pg 15-16) _____
 - Child Abuse Identifying and Reporting (pg 17-18) _____
 - Emergency Procedure (pg 16-17) _____
2. Preparation and Planning for Lesson #3 (I will do or have already done) _____ 0 2 (initials)
- Prepare and gather** all materials necessary for your lesson. Be ready to teach as if your lesson were today.
Plan how you will **Document your lesson** through pictures and/or samples.
- ✓ **Prepare and gather** all materials necessary for your lesson. Be ready to teach as if your lesson were today.
 - ✓ **Practice** your activity plan on yourself or on a classmate to see if it works. Can it be done for **20 minutes**?
 - ✓ **Make** a sample or have a classmate do one to see if it will work. This is not a sample for the children to see.
 - ✓ **Include** pictures and/or samples of your lesson for the RC II weekly lesson plan section.
3. Lesson #3 Teach and document _____ (I did all 3 steps!) (separate)
- a. **Teach the lesson**
It is a good idea to **document** this lesson and include samples of the activities and/or pictures of the children doing your activities.
 - b. **Lesson Evaluation done by your observer and also done by you**
During your lesson, an evaluation will be done by an ECE student or an adult teacher. After your lesson, get this evaluation back and complete the individual evaluation portion on how you think the lesson went.
 - c. **Turn in the Lesson plan with the completed evaluation.** Once it is returned back to you, place your graded and evaluated lesson plan behind the **RC II section**.
4. Child Observation #4 anecdotal and #6 assessment form _____ 0 1 2 (attach)
- On your own paper, complete **An Anecdotal Observation** (pg 26-28) and then finish the **Assessment Form** (pg 29-32).

5. Statement of Competence (SC) IV Families _____ 0 1 2 (attach)

- See unit section page 23 for these writing prompts.
- See the **Statement of Competence (SC) CDA training** section on pg 6 for an example.

6. Resource Collection (RC) IV _____ 0 1 2 (attach)

- See unit section page 24 for these resources to gather.

7. Resource Paragraph (RP) IV _____ 0 1 2 (attach)

- See unit section page 23 for these paragraph topics.
- See the **Resource Paragraph (RP)** section on pg 6 for detailed assignment instructions.

8. Statement of Competence (SC) V Program Management _____ 0 1 2 (attach)

- See unit section page 25 for these writing prompts.
- See the **Statement of Competence (SC) CDA training** section on pg 6 for an example.

9. Resource Collection (RC) V _____ 0 2 (initial that you know this)

- See unit section page 25 for these resources to gather.

These forms will be given to you only if you ask for them, otherwise, just sign off on them.

10. Resource Paragraph (RP) V _____ 0 1 2 (attach)

- See unit section page 25 for these paragraph topics.
- See the **Resource Paragraph (RP)** section on pg 6 for detailed assignment instructions.

11. End Result _____ / 6

On time	0	2	In the correct order	0	2
Complete	0	1	2		

12. TOTAL POINTS (24) _____ X 10 = _____ / 240 pts

ECE Track

CDA Track needs
a completed
observation

ECE Track

E. Statement of Competence IV & Resource Collection IV

Statement of Competence 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.

- **RP IV-a Keeping Families Aware of center occurrences**

How do you ensure that families are kept aware of what's happening in their child's daily/weekly life in your program?

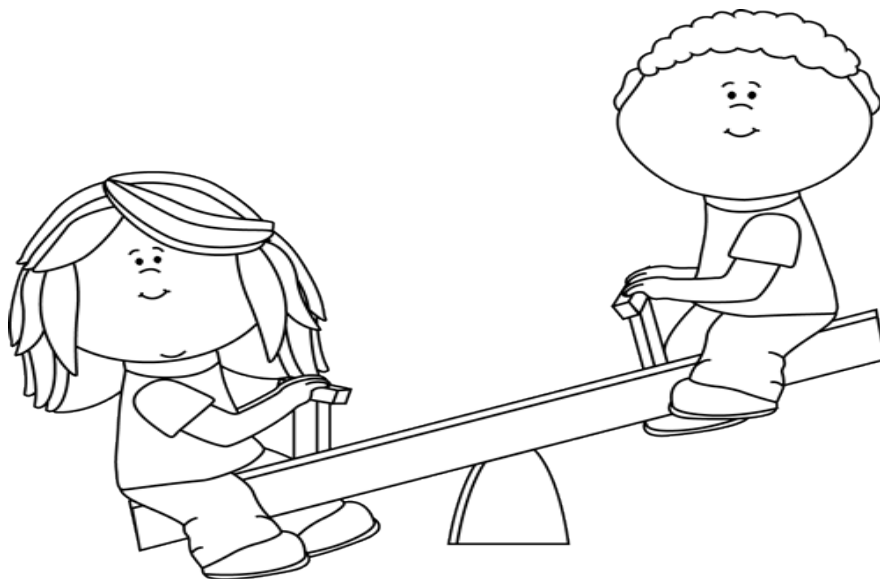
- **RP IV-b Awareness of Child's Home Life**

How do you ensure that you are aware of what's happening in each child's home life? How does that awareness direct your teaching practices?

- The following Resource Paragraph will be done at the end of the CDA license program

RP IV-c Family Questionnaire Feedback

Reflect on the feedback you received in the Family Questionnaires you collected. Explain how the responses surprised you, confirmed your own reflections about yourself and/or gave you a new goal for professional growth.



SC IV and RP IV

- **RC IV - Create a *Family Resources Guide***

The guide should include helpful information that you think families and children could benefit from. Your resource guide must include the following required items and any other items that children within your care might also need. The following websites provide great resources.

- www.careaboutchildcare.utah.gov
- <http://health.utah.gov/licensing/centerinterpretation.htm>
- http://www.daviscountyutah.gov/health/family_health/default.cfm
- <http://jobs.utah.gov/occ/occ2/index.html>

- ☑ **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.

- ☑ **RC IV-2 Translation Services** (ECE track choose one 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 ***AND*** a service that provides American Sign Language translation.

☑ **Translation Service where the home language is other than English.**

☑ **Service for American Sign Language translation**

- ☑ **RC IV-3 Children with disabilities** (ECE track choose one place)

Obtain contact information for at least **2** agencies in the community that provide resources and services for children with disabilities (in most communities, the local school district provides these services).

- ☑ **RC IV-4 How young children ages 3-5 develop and learn** (ECE track choose one article)

Print and include **2** current articles that help families understand how young children, ages 3- 5 years old, develop and learn. Also print and include **1** article on child guidance.

☑ Develop and learn source #1_____

☑ Develop and learn source #2_____

☑ Child guidance source_____



RC IV

Statement of Competence V & Resource Collection V

Statement of Competence V	Functional Areas	Definitions
To ensure a well-run, purposeful program responsive to participant needs	12. Program Management	12. Candidate is a manager who uses observation, documentation, and planning to support children's development and learning and to ensure effective operation of the classroom or group. The Candidate is a competent organizer, planner, record keeper, communicator, and a cooperative co-worker.

• RC V Record Keeping Forms

Provide samples of the four record keeping forms below that you use or have used.

<ul style="list-style-type: none"> ✓ _____ Accident Report ✓ _____ Emergency Form ✓ _____ Blank observation tool/form ✓ _____ Completed Observation Form without the child's name on it that you have used to observe and document a child's developmental / learning progress. 	 
---	--

These forms will be given to you only if you ask for them, otherwise, just sign off on them.

• RP V-a Observation Tools

- Describe how you used the observation tool/form used in RC V.
- Explain why observation and documentation forms are an important part of program management.
- How do you ensure that you are accurately and objectively observing and tracking each child's developmental and learning progress?

RC & RP V

➡ Anecdotal Observation Format (green workbook pg 28)

On your own paper

Your name _____

Date _____

Time _____

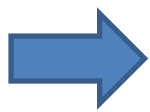
Child's name _____

Location of observation or activity _____

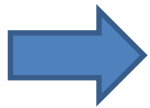
FACTUAL DESCRIPTIVE phrases, **DETAILED EXAMPLES**, and include **DIALOGUE** for each area.

Area of Development	Factual descriptive phrases, detailed examples, & child's dialogue
Physical	
Emotional	
Social	
Cognitive	
Moral	

FYI: You will also be completing the **green** assessment form on **pgs 29-32 (33 & 34)**



About a 10-15 minute observation



See pages 27 and 28 for sample anecdotal observations



ANECDOTAL RECORD OBSERVATIONS

Anecdotal Observation Defined

An anecdotal record is a short story or word picture about something the child has done, or said, or an interaction between children, or between the child and an adult. As a story, it should have a clear beginning and an ending. It should have some meaning. It may be funny, it may document a child's personality, or it may give an example of the child's development.

A. Setting up the observation (see page 26)

The Anecdote is written on your own paper, be sure to include **your name** and **period**, the **name** and **age of child**, the **date**, the **time**, and **location** or **activity** being observed.

B. Recording the facts (5 areas of development as show on page 26):

An anecdote should contain only factual information. It should not contain your thoughts or feelings and you should not presume to know what the child is thinking or feeling. Record what you see in the form of who, what, where, when and how (*using why is your own ending assumption or interpretation*).

*****Remember to use objective not subjective descriptions**

1. IDENTIFY ALL AREAS of DEVELOPMENT – Anecdotes should provide information about a child's social, emotional, physical, conceptual-language and/or cognitive level. For example:

Social: Timothy (age 4) went to the block area where Taylor and Collin were building a castle. Timothy watched the boys but did not attempt to join their play.

Emotional: Dominic (age 2) bit Austin during circle time. Jen told him we aren't allowed to hurt and bite, and told him he had to sit in the time-out chair. Dominic screamed loudly for approximately ten minutes even after Jen had returned to talk to him.

Physical: Justin (age 4) was able to push the pedals on the tricycle all the way around for the first time today while we were playing outside.

Conceptual-Language: The children were playing on the obstacle course. A teacher told Amy (age 3) to go over the block, but she went around it instead.

Cognitive: Maxine, a high school teacher, had a number of toys sitting on a table. Each one had a match, but all the toys were mixed up. Maxine picked up a blue teddy bear and asked Gregory (age 3), "Can you find the bear that belongs with this bear?" Gregory picked up a purple cow.

2. WHAT TO INCLUDE AND WRITE ABOUT IN AN ANECDOTE:

To decide if a behavior is significant enough to write as an anecdote, ask yourself; "Is this something that could be shared with the child's parents that would give them an indication of their child's progress in a certain area of development?" or "Is this something parents would enjoy reading and learning about their child?" Remember that the child is NEVER just sitting there.

- DESCRIPTIVE PHRASES:** Use precise words to describe behavior—instead of 'walked' use 'strutted' instead of 'said', use 'whispered' or 'mumbled'. Be sure to describe what you see accurately.
- CHILD'S DIALOGUE:** (anecdotes sometimes include dialogue but it is not required) Be sure to record accurately what the child said and do not add your own words.

3. PAY ATTENTION TO GRAMMAR AND PUNCTUATION:

Use correct punctuation. An exclamation point represents different meaning than a period. A question mark, of course, means a question was asked. Quotation marks should be used if quoting a child or adult.

PROFESSIONAL ANECDOTE EXAMPLES

Dominic- age 5-during his kindergarten year

We have been talking about emotions- happy, sad, mad, excited, etc. For circle time today I read a story about Henry who tried repeatedly to win a race so he could get a prize at a picnic. On Henry's fourth try at trying to win a race, Dominic, who was very involved in the story, said, "This is making me nervous!" He was captivated throughout the story and was relieved when Henry finally won a prize. He was so involved that when I quit reading and there was a moment of quiet, he said, "Karma, you forgot to say 'Amen!'"

Interpretation: Dominic is sensitive to what another person might be feeling.

Marcus- age 4 ½

We try to encourage the children to call us by our names. Today Marcus addressed me, "Teacher, look at this!" I said, "Marcus, do you know what my name is!? I am sure he was thinking 'Burgandy' (my name). But he answered, laughing, "Yah! It's Burger King!"

Interpretation: Marcus is able to make a joke.

Malia- age 2

We had a wonderful party today! There were lots of balloons and treats, as well as singing and dancing. We had been singing and dancing for a while, when I realized that I had not seen Malia for a few minutes. I found her in the baby area, lying spread-eagle on the floor, sound asleep. She had a balloon tied to one wrist and a cookie clutched in her hand. There was a trail of cookie crumbs running from her hand to her mouth, and she had frosting smeared around her lips.

Interpretation: She had had all the excitement she could take for one day! (*what parent would not enjoy this word picture of their child?*)

Andy- age 3

Andy was playing with some dinosaurs when baby Erin toddled over and grabbed one off the shelf. Andy had not been playing with that particular dinosaur, but when he saw Erin take it, he pushed her down and took it away from her.

Interpretation: Andy doesn't yet understand that babies need to be treated with patience.

Reggie-age 5-during his kindergarten year

One of the psychology teachers brought the children into her room to demonstrate Piaget's theory about children. She had two jars that were wide on the bottom and narrow on top. One of the jars was filled with sand and the teacher had Reggie fill the other jar until it had the same amount of sand in it. Reggie and the other children all agreed that the jars had the same amount of sand in them. Then the teacher turned one of the jars over and the level of the sand in that jar appeared higher because it now had a narrower base.

The teacher asked Reggie if the jars still had the same amount of sand in them. Reggie looked disturbed and he said, "I don't know. That's just creepy."

Interpretation: Reggie doesn't yet understand *conservation of matter from Piaget's Theory*. This is typical for a child at age 5.

Maddie-age 3

I walked into the bathroom and found Maddie changing her doll's diaper. She had put on rubber gloves and she had found a diaper and some wipes. She spent several minutes wiping her baby and then putting its diaper on.

Interpretation: Maddie seems to have closely observed the procedure for changing diapers in the Child Care Center.

Rylie-age 3

We were looking at one of the *I Spy* books and we were trying to find a dolphin on the page. We looked for a long time, but we couldn't find it. Finally Rylie jumped off my lap, ran to the shelf, and picked up a plastic dolphin. He ran back and said triumphantly, "Here it is! I found it!"

Interpretation: Rylie is able to make the association between pictures and objects.

Colin- age 4

Cole was crying because he was hurt. Colin ran over to him and hugged him until he felt better.

Interpretation: Colin is aware of the feelings of others and sensitive to help them.

Olivia- age 4 ½

Rylie and Patrick were riding the little push cars wearing nothing but their diapers. Olivia said laughing, "Look, naked babies on the go!"

Interpretation: Olivia seems to enjoy the babies. (*what parent wouldn't enjoy reading this about their child?*)

EXAMPLES OF REALLY BAD ANECDOTES (or what have been turned in as anecdotes)

Carolyn grabbed a square to put under her bum because she wanted to sit by Maura. (*big deal, what has that to do with anything?*)

Collin got to sleep in the blue hiding box today. (*who cares? What's the point of this description?*)

Jaxon told me about his Aladdin video. (*told you what??*)

Jenny is so cute. She has a matching bow for every outfit. (*what does this tell except the writer's opinion about what is cute?*)

Andy is really mean to the babies. He is always knocking them down, taking toys from them, and pinching them. He just doesn't seem to like them very much. (*this is the writer's opinion, you can't presume to know why he behaves the way he does...it doesn't tell us about a specific incident*)

Observation #6 Assessment Form for Preschoolers age 2-5

Child's name _____ Age _____

School Quarter _____ month _____ to month _____ Year _____

Children will be introduced to many skills during their preschool years. Each child develops at an individual rate of growth. Mastery of these developmental skills will vary from child to child and over time, as some skills might be easily mastered, while others might take a little more time. Remember that true and specific praise and encouragement increases learning.

Perform a professional observation on the child and identify the skill level 0-3.

0 – This skill has not yet been seen.	1 – Improving on this skill, but still needs some help.	2 – Skill is seen consistently and done independently.
---------------------------------------	---	--

Skill	Skill level 0 to 2 and Date	Comments
Attention Span		
Sits for a story		
Shows persistence to completes task and see them through to the end.		
Easily follows a 2-step direction.		
Listens appropriately to requests		
Responds appropriately to requests		
Social and Emotional Development		
Initiates activities to engage in		
Interacts comfortably with adults / teens		
Interacts comfortably with peers		
Shares or asks for items instead of grabbing them		
Expresses anger in an age appropriate fashion		
Tries to express negative feelings (anger, jealous, fear, etc.)		
Controls aggressive behavior and feelings		
Engages in cooperative play with peers		
Attends to tasks at hand without distraction		
Changes activities or routines with difficulties		
Accepts adult limits and requests		
Waits for their turn		
Shares willingly with other children		
Uses equipment and materials properly		
Asks for assistance when having difficulty		

Skill	Skill level 0 to 2 and Date	Comments
Accepts responsibility for their own actions		
Attempts to solve problems with minimal adult assistance		
Feels good about themselves		
Displays pride about accomplishments		
Plays and shares with others		
Curious about the things around them		
Rests at naptime or rest time		
They can take care of their personal needs		
Can listen and follow directions		
Affectionate towards others		
Shows a desire for independence		
Reading Readiness		
Interested in letters		
Knows their first and last name		
Can sing songs and do finger plays and rhymes		
Listens to stories and books		
Enjoys being read to		
Shows early reading skills: books are held right side up and with the front of the book showing. Pages turned in the right direction. Reading is from left to right.		
Points to pictures in the book when asked questions about the pictures. ("Where is the dog?")		
Understands that books are special and that we take good care of them.		
Can say the alphabet without singing it.		
Has memorized 2 short poems or nursery rhymes		
Can recognize the first letter in their name or their whole name.		
Language Development		
Retells a simple story or a joke		
Communicates effectively with age appropriate vocabulary and grammar (100-1500 word vocabulary)		
Speaks in at least 3-5 word sentences		
Able to recall and recite finger plays and songs		
Beginning Writing and Penmanship		
Holds crayon correctly when coloring		

Skill	Skill level 0 to 2 and Date	Comments
Can trace a straight line with a crayon NOT a pencil.		
Uses negative statements (no, don't, can't)		
Uses plural words (cats, cookies, mice)		
Can answer routine questions		
Can ask questions or make simple requests		
Math readiness		
Can demonstrate or repeat a pattern		
Recognizes numbers 1-5		
Recognizes colors		
Identifies basic shapes (circle, square, triangle)		
Can count out loud to 10		
Can count objects to 10		
Understands simple comparisons like: "Katie is this box big or little?" or 'Which ball is smaller, the blue one or the green one?"		
Social Studies		
Knows all of the different family members names (mom, dad, sister, brother, aunt, uncle, grandpa, grandpa)		
Knows the names of common foods		
Knows the names of articles of clothing		
Knows the names of things around the house, rooms, and furniture		
Knows their phone number		
Knows their address, city, state		
Physical Motor Development		
Fine (small) Motor Skills	-----	-----
I can use crayons		
I can use glue		
I can cut on an age appropriate level		
I can use age appropriate pencil grasp effective for writing		
Shows a hand preference		
Plays with manipulative items using their fine motor skills (puzzles, play-dough, beads, etc.)		
Can stack blocks 5 high		
Draws or paints lines, circles, and pictures		
Gross (large) motor skills	-----	-----
Enjoys participating in gross motor activities		
Demonstrates normal balance of energy levels		
Joins outside or large group play		

Skill	Skill level 0 to 2 and Date	Comments
Kicks a ball		
Bounces a ball		
Walks steadily		
Climbs objects		
Runs		
Balances on one foot or an object		
Science and health		
Recognizes basic animals and their sounds that they make		
Knows the names of outside objects in nature		
Starting to understand and demonstrate good hygiene principles (hand washing, sleep, exercise, diet, etc.)		
Starting to understand basic safety practices (walking vs. running indoors, not talking to strangers, not touching the stove, following directions, etc.)		
Creative		
Is familiar with and uses a variety of art mediums, colors and textures		
Comes up with their own way of doing a project, their own process, and their own final product.		
Listens to a variety of music		
Enjoys singing and knows words to songs		
Keeps simple time and rhythm to music		
Uses simple instruments		
Manners and helping		
Helps with picking up toys and putting them away		
Says "please, thank you, your welcome, and excuse me"		
Learning to say yes or no in a polite manner		
Gets things for you and puts them where they belong when asked.		
Personal Care		
Dresses self with minimal assistance		
Washes and dries hands after using the bathroom and before meals.		
Can use the toilet		
Can feed themselves		
Can clean up after themselves		

Name: _____

Period: _____

Due: _____

Unit #5 Guide

1. You will have **FOUR class periods** to complete each task on the unit list
2. You will approve and sign off your own tasks as you complete them.
3. This unit may need extra effort beyond class time!!!!

Unit 5 ASSIGNMENTS:**YOUR INITIALS OF COMPLETION:****UNIT POINTS POSSIBLE:**

1. Study Guide Notes in workbook (I know this information for the state test) 0 1 2 (initials)

- Health and Wellness (pg 19-23) _____

Utah Government licensing

<http://health.utah.gov/licensing/centerinterpretation.htm>

- R430-100-18: NAPPING
- R430-100-24: INFANT AND TODDLER CARE
- R430-100-23: DIAPERING
- R430-100-9 RECORDS and R430-100-14 CHILD HEALTH
- R430-100-16: INFECTION CONTROL.
- R430-100-17: MEDICATIONS

State Test Review Sheet

I will do this before the 2nd / 4th quarter state test, bring it with me the day of the state test, and be prepared to turn it in the day of the ECE B state test which is on _____.

2. Preparation and Planning for Lesson #4 (I will do or have already done) _____ 0 2 (initials)

Prepare and gather all materials necessary for your lesson. Be ready to teach as if your lesson were today.

Plan how you will **Document your lesson** through pictures and/or samples.

- ✓ **Prepare and gather** all materials necessary for your lesson. Be ready to teach as if your lesson were today.
- ✓ **Practice** your activity plan on yourself or on a classmate to see if it works. Can it be done for **20 minutes**?
- ✓ **Make** a sample or have a classmate do one to see if it will work. This is not a sample for the children to see.
- ✓ **Include** pictures and/or samples of your lesson for the RC II weekly lesson plan section.

3. Lesson #4 Teach and document _____ (I did all 3 steps!) (separate)

- a. **Teach the lesson**

It is a good idea to **document** this lesson and include samples of the activities and/or pictures of the children doing your activities.

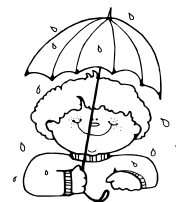
- b. **Lesson Evaluation done by your observer and also done by you**

During your lesson, an evaluation will be done by an ECE student or an adult teacher. After your lesson, get this evaluation back and complete the individual evaluation portion on how you think the lesson went.

- c. **Turn in the Lesson plan with the completed evaluation.** Once it is returned back to you, place your graded and evaluated lesson plan behind the **RC II section**.

4. Child Observation #5 anecdotal and #6 assessment form) _____ 0 2 (initials)

- On your own paper, complete **An Anecdotal Observation** and then finish the Assessment form (pg 29-32).
- Do you have a total of **5 anecdotal assessments** and **the assessment form** completed?



5. Statement of Competence (SC) VI Professionalism _____ 0 1 2 (attach)

- See unit section page 35 for these writing prompts.
- See the **Statement of Competence (SC) CDA training** section on pg 6 for an example.

6. Resource Collection (RC) VI _____ 0 2 (initial that you know this)

**ECE track just needs to know that this information is found within the ECE B study guide notes.*

- See unit section page 36 for these resources to be gathered.
- See the **Competency Statement (CS) CDA training** section on pg 6 for an example.

7. Resource Paragraph (RP) VI _____ 0 1 2 (attach)

- See the unit section on page 35 for the paragraph topics.
- See the **Resource Paragraph (RP)** section on pg 6 for detailed assignment instructions.

8. Professional Philosophy Statement _____

* No more than 2 pages in length.

* Attach the **written or typed** statement to this unit packet.

The goal of this philosophy statement is to summarize your professional commitment to, beliefs in, and the importance of ideas such as: teaching children, children learning, early childhood education, child care, caring for children, your role in working with children, and the overall responsibility of developing of children. Beyond teaching and learning, you can also reflect and write about what you believe are the other important aspects of your role in the lives of children and families.

9. CS V RC V Child Observations: _____ (separate)

- Gather together all 5 **anecdotal observations** and the **assessment form** pages. Staple these together and turn them in.
- REMEMBER THAT THE FAMILY OF THE CHILD WILL BE READING YOUR WORDS SO MAKE IT PROFESSIONAL.

10. Cuddle Critters to be donated to children in abuse shelters, homeless shelters, and to the local police to give to children.

11. End Result _____ / 6

On time	0	2	In the correct order	0	2
Complete	0	1	2		

12. TOTAL POINTS (18) _____ X 10 = _____ / 180 pts

ECE Track

CDA Track &
ECE extra credit

F. Statement of Competence VI & Resource Collection VI

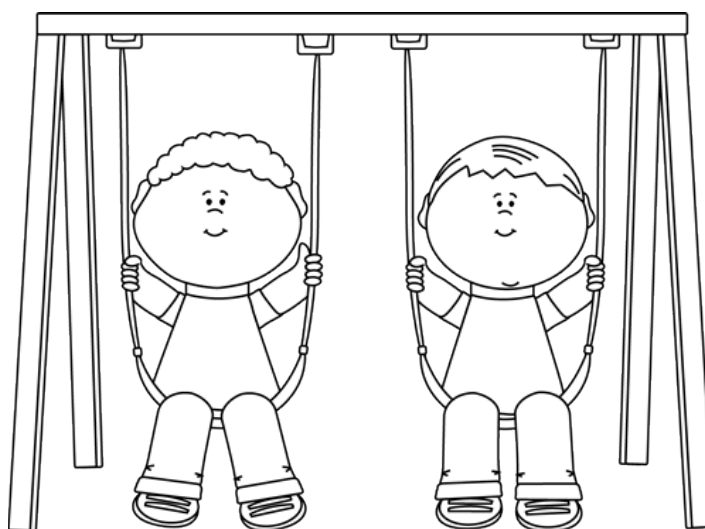
Statement of Competence VI	Functional Areas	Definitions
To maintain a commitment to professionalism	13. Professionalism	13. Candidate makes decisions based on knowledge of research-based early childhood practices, promotes high-quality in child care services, and takes advantage of opportunities to improve knowledge and competence, both for personal and professional growth and for the benefit of children and families.

- **RP VI-a An Early Childhood Professional**

Reflect on why you choose to become an early childhood professional or why you have spent time taking classes on and learning about children. Why will you be an advocate for children?

- **RP VI-b Indicators of Professionalism**

Reflect on what you believe are the most important indicators of professionalism that you possess.



- **RC VI-1a Child care regulating** <http://health.utah.gov/licensing/>

Provide the name and contact information (website, phone number, address) of your state's agency that regulates child care centers and family child care homes.

- **RC VI-1b Qualification requirements for personnel**

- <http://health.utah.gov/licensing/centerinterpretation.htm>

R430-100-7: PERSONNEL.

☒ Print a copy of the section(s) that describes qualification requirements for personnel (teachers, directors, and assistants).

CDA Track

- **RC VI-1c Ratio Requirements**

- <http://health.utah.gov/licensing/rules/Interpretation/Center/Section%2011%20-%20Supervision%20&%20Ratios.pdf>

R430-100-11: SUPERVISION AND RATIOS.

☒ Print off information that states the requirements for group size and adult-child ratio requirements.

CDA Track

CDA Track

- **RC VI-2 Early Childhood Associations**

List two early childhood associations (national, regional, state, or local) That can be joined with a membership. Include **website addresses and describe the professional resources and membership opportunities they each offer.**

☒ Early Childhood association #1 ____

☒ Early Childhood association #2 ____

CDA Track

- **RC VI-3 Reporting Child Abuse and Neglect**

Provide summaries of the **legal requirements** in your state regarding child abuse and neglect (including contact information for the appropriate agency in your state) and Mandatory Reporting Guidelines.

☒ **Name a State Agency for Reporting Child Abuse and Neglect**

Identify the contact information (agency name, phone number, website, address, etc.) of the state agency to which you would report child abuse and neglect.

☒ **Explain Mandatory Reporting Guidelines**

Explain the mandatory child abuse and neglect reporting guidelines for your state.

RC VI

A. Layton High School 2016-2017 “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, etc.

Name _____

CDA Subject Area (CDA pg 8 and 38)	PATHWAY COURSE HOURS					VERIFY Total hrs
1. Planning a safe, healthy learning environment	CD	ECE A	ECE B	ECE 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	ECE A	ECE B	ECE 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	ECE A	ECE B	ECE 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	ECE A	ECE B	ECE 2	Intern &/or the paid center Job	up to 7 hrs
	3.13	2	.50	2 p/ sem		
5. Managing an effective program	CD	ECE A	ECE B	ECE 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	ECE A	ECE B	ECE 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	ECE A	ECE B	ECE 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	ECE A	ECE B	ECE 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	ECE A	ECE B	ECE 2	Intern &/or the paid center Job	169 hrs or more
	35.77	46.71	25.67	16 p/ sem Total # sem__	2 job 42 intern	
TOTAL possible Lab Experience Hours	CD	ECE A	ECE B	ECE 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: _____

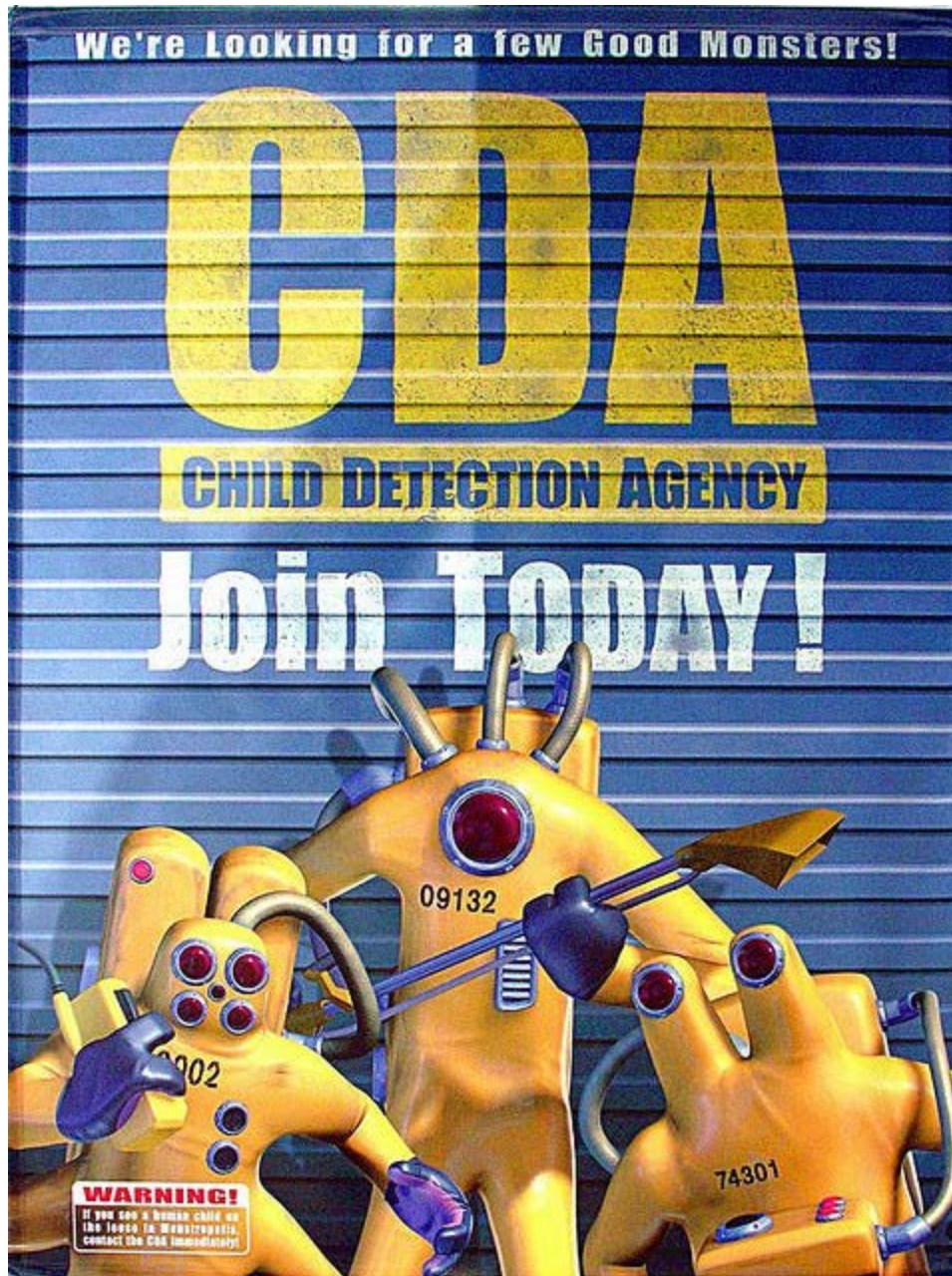
Date	Time In	Time Out	Total # of Minutes	Location and/or Education course	Verification
(Total minutes ÷ 60) TOTAL Education hours _____					
TOTAL Lab Experience Hours _____					

Instructor Verification Signature _____ **Date** _____



What Students are saying about the CDA Training

- *"I feel like I was really expanding on what I learned in the prior ECE classes and that I was putting my knowledge and experience to the test through scenario writing."*
- *"I have been waiting to learn about something like the CDA for quite some time. I have always known that I have wanted to be a teacher, but the CDA will give me more opportunities to work as I am reaching that goal. Getting my CDA now will give me a head start on my future career. The CDA program also allows you to truly think about the things you have been learning in the past years of Early Childhood Education. I am so excited to continue working on obtaining my CDA and be better prepared to work in the Educational Field."*
- *"Having the opportunity to begin working on earning a CDA is such a fantastic idea. It lets students get a head start on their career. Without having this opportunity in high school there would be a lot less people striving to get their CDA. It's nice to have a teacher there to encourage and help the student when needed. It allows the student to be aided if the need arises. This opportunity has personally pushed me to be more interested in earning my CDA. Without having a teacher there to help push me to earn it, I most likely would never try and I probably wouldn't be as interested in obtaining a career working with children. I love having the chance to get started now while I'm in high school, knowing I will finish sooner than if I would have waited until after my high school career."*



DAY 3

CDA

TRAINING

The **CDA** is not just a Utah license, but a National license that can be used anywhere in the nation and you will be to get it.

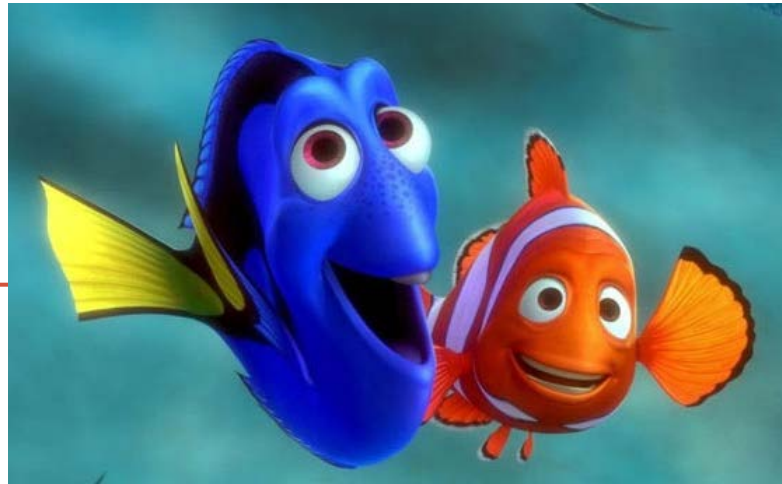




**This CDA license is worth
6 college credits
at any institution when it is applied towards an
EARLY CHILDHOOD
DEGREE.**

**Call _____
for more information on making this possible.**

THE ABC'S (Amazing Benefits to Children and Students) OF ECE WITH CDA TRAINING



**It may sound like speaking
whale, but grab an exit buddy
and just keep swimming.**

“Experience Is Necessary”



The ECE program taught with the CDA Training program provides ABC'S

Amazing Benefits to Children and Students.

- **As an Early Childhood Learning Center or Lab School,**
 - **We care** about the **experiences** of the **children** enrolled in the center and providing them with a solid developmental foundation to support future endeavors.
 - **We care** about their **parents** who have entrusted us with their child to provide the best care and **experiences** possible for them and them alone.
 - **We care** about the preparation, training, and **experiences** of the **students** connected with their future career paths.
- **For student professionals,**
 - The CDA Training **strengthens and supports** the ECE pathway **experience** by implementing the CDA Training license which provides a **higher level of** education, practice, and preparation.
 - The CDA Training **experience** connects you to **potential employers**, helps you **acquire jobs**, and you are **taken more seriously** by the outside industry that you are preparing and training to possibly work in.

How will the CDA benefit me?

(It encompasses careers NOT just in the area of child care)

1. Maybe you will just need a well paying job to help you get through college until you can really do the job that you want to do.

- Children under 6 years old with both parents working:
Utah 50% US 64%
- Children over 6 years old with both parents working and needing after school programs:
Utah 62.1% US 71.2%

Terry and I would love to see you just give two years of your experience to the industry to make a difference in the life of a child that may not get the same chance at life that you have received.

2. The career that you really want to do is not in the area of child care or early childhood education but, it does involve working with children and families.

3. The career that you really want to do is in the area of child care or early childhood education.

This career pathway is growing and being taken more seriously by the government = \$\$\$\$\$.



Your CDA Training began in Child Development and you are 75% done with it.

Serious about the CDA?

Start saving your \$\$\$\$ for the \$35.00 CDA book and the \$425.00 license.

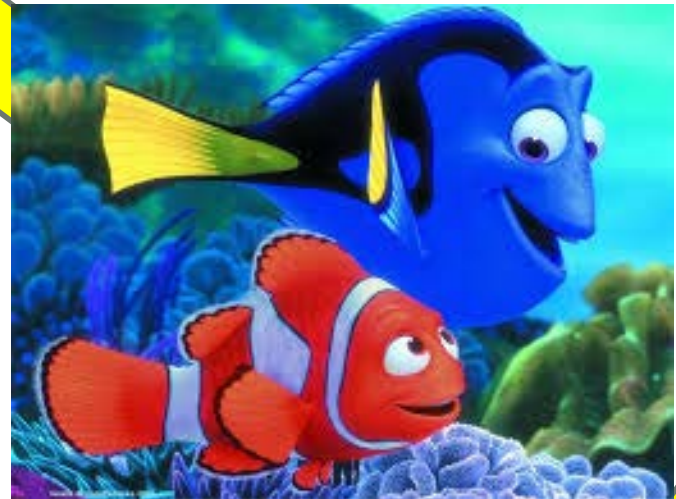
CDA
Training

- **ECE / CDA training outline** (White section)

- **CDA steps** (pg 2)

- We are currently in step 1 **"Prepare"**

- **Hours tracking sheet** (pg 3 & 4)





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 3 p/ sem	Intern &/or the paid center Job	up to 16 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
<u>TOTAL possible Education hours</u>	CD 35.77	1A 46.71	1B 25.67	2 17 p/ sem Total # sem__	Intern &/or the paid center Job 2 job 42 intern	169 hrs or more
<u>TOTAL possible Lab Experience Hours</u>	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

- **120 education** and **480 experience hours** required for the training.

- Child Development
- ECE 1A
- ECE 1B
- ECE 2 (C)

- **10 hours are needed in each area.** We are short in the **Family Hours** so count other courses that you have taken in school?

- ARFL (10.5 hrs)
- Human Development (12 hrs)
- Psychology (4.5 hours)
- Sociology (4.5 hours)
- Health (4.5 hours)

- Most likely you will be short in the **Experience Hours** and need to go out and get more than just what the classes offer.

- **Rule of 5 professional volunteer**
- ECE 2 multiple times, assemblies, field trips, and late starts
- Get a job or volunteer at local centers.
- Be employed in the center after school.

Instructor Verification Signature _____ Date _____

***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

****Attach your high school transcripts**

Your CDA Training began in Child Development and you are 75% done with it.

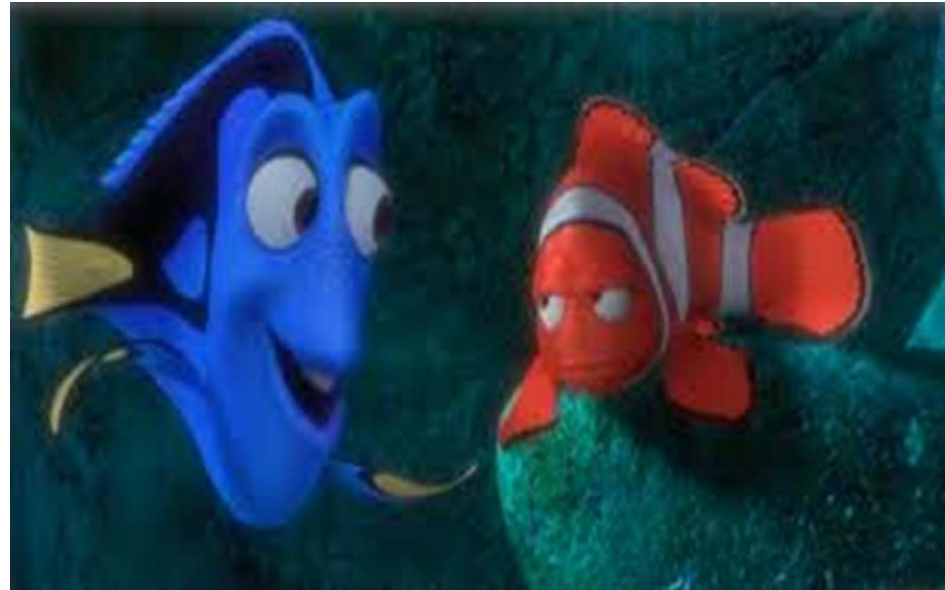
Serious about the CDA?

Start saving your \$\$\$\$ for the \$35.00 CDA book and the \$425.00 license.

- **ECE / CDA training outline** (White section)

- **Family Questionnaire** (pg 5) will be done later.
- **Portfolio Guide** (pg 6) will help you to understand:
 - Statement writing (6 statements)
 - Resource Collection (12 items)
 - Competency Paragraphs (12 paragraphs)

CDA
Training

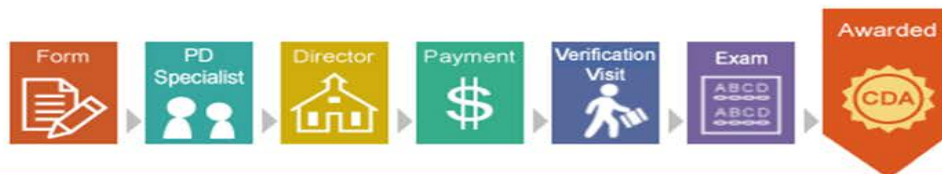


Welcome **Hannah Rebecca Pope**
YOUR NAME HERE

ID Number: 855429661

1297 North 1200 East
Layton, UT 84040bubbles.pope@gmail.com
phone: 801-682-9684[Edit Profile/Password](#) ►

Your Progress

Congratulations! Your credential was awarded on **04/22/2015**

Your Messages

New (1)

All Viewed Messages (4)

[Send a Message](#) ►

Application

Sent By: YourCDA

Date: 04/22/2015 — 08:30 AM

On behalf of everyone at the Council for Professional Recognition, congratulations: You have earned your CDA Credential!

Many thanks for all the hard work that you've put into earning your CDA. Providing quality early childhood education is an essential responsibility to our nation's youngest children. By actively working to develop your skills and competency, you are strengthening your community and our world.

Again, congratulations and all the best in your professional pursuits.

PLEASE NOTE: You will receive your paper credential in the mail in 2-3 weeks.

Sincerely,

Dr. Valora Washington, PhD
President/CEO
Council for Professional Recognition

[I have viewed this message](#)

How do I write a 175 - 250 word Reflective Competency Statement *prt l*?

Always refer to each unit Statement **instructions and the statement **sample** (pg 6).**

- **WHY section:**

- Begin the paragraph by introducing or restating the unit Competency Statement (pg 6).
- 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.

- See the **CDA functional statement packet** for ideas.



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Pg 6 Workbook “ WHY” SAMPLE

Underline the “restating” and the “why” portion in your workbook.

Reflective 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 many children come from a home where it is unknown how to effectively guide and communicate with a child. The center will model this so 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. (90 words)

How do I write a 175 - 250 words Reflective Competency Statement *prt II*?

Always refer to each unit Statement **instructions** and
the statement **sample (pg 6)**.

- **HOW section:**

- Name the functional area (pg 6).
- Restate or introduce the functional area's definition in your own simplified words (pg 6).
- Now provide at least three specific examples that you can or will do to meet each of the listed functional area(s).

- See the **CDA functional statement packet** for ideas.



EXAMPLE



Pg 6 Workbook “HOW” SAMPLE

Circle the 3 **functional areas** and Underline 3 “**how**” examples in your workbook.

Reflective Competency Statement (CSIII) Sample:

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)



Get out a paper and let's try it (pg 9)

•Competency Statement 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.

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WHY section :

- I will **establish and maintain a safe, healthy, learning environment** because....
 - Brainstorm ideas with me on why this 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.

Sample: Competency Statement #1 (source unknown)

I will establish and maintain a safe, healthy, learning environment, because the children, the parent's or caregivers, and the employees or volunteers deserve an environment to spend half their day in that is safe, healthy, and stimulates learning. This will make the parent's feel at ease knowing that their children are being cared for, keep the employees happy and wanting to come to work and, above all, it will benefit the children by providing them a place that they can trust.

**Your turn. What will your
“WHY section say?**

Now let's try this section (pg 9)

•Competency Statement I

Competency Statement I	Functional Areas	Definitions
To establish and maintain a safe, healthy learning environment	<ol style="list-style-type: none">1. Safe2. Healthy3. Learning <p>Environment</p>	<ol style="list-style-type: none">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.

E
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HOW section:

- **Safe:** I will (To) provide a safe environment and teach children safe practices to prevent and reduce injuries by (I will)...
- **HELP ME** identify examples in each functional area.

Sample: Competency Statement 1 (source unknown)

Safe: To provide a safe environment and teach children safe practices to prevent and reduce injuries,

I will always check my classroom and its surroundings so that they are free from harm and to prevent accidents from occurring. To meet those goals I set up my classroom in an organized manner so no one gets hurt. I also check the toys to see if there are not broken or loose parts to prevent accidents as well. I provide them with the knowledge of how and what we have to do to be safe in emergency situations through discussion and drills. I ensure that all chemicals and cleaning supplies are put out of reach. I am certified in first aid and CPR which makes me knowledgeable to care for the children.

Healthy: To provide an environment that promotes health and prevents illness, and teaches children about good nutrition and practices that promote wellness

I will provide an environment full of nutrition and health. This means we offer healthy snacks and meals during different times of the day. They are getting a balanced meal with the right size of portions for their age group. I have my children wash their hands and the work surfaces several times a day to wash off the germs and prevent the spread of disease. I always teaching them and reinforcing how to wash their hands. I also clean the toys and center to remove the germs and if a child puts a toy in their mouth, I take it and clean it and leave it to the side to air out. We also do exercise to be healthy and we go outside twice a day. I wash my hands and wear gloves before handling food.

Learning: A learning environment 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.


I will provide my students with many activities throughout the day. We have different learning centers for the children to explore and learn in. I have my classroom decorated in a welcoming way that helps the children feel that they belong and that it is a place to learn. We have 15 minutes and free play and 15 minutes of structured play each day. I adjust lesson plans to meet the needs of the children. Each lesson plan is based upon the philosophy of letting the child experience what we are talking about.

Your turn. What will your “HOW section say?”

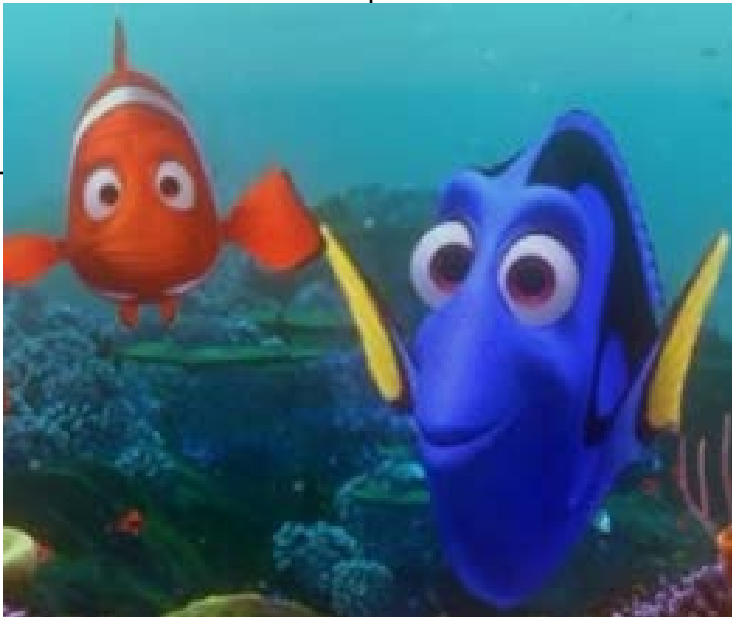
#11. Resource Collection

- **(OPTIONAL) RC I-1 CPR and First Aid Training (pg 8 & 10)**
 - Include your valid and current certificate/cards of completion of a) any first aid course and b) an infant/child (pediatric) CPR course offered by a nationally recognized training organization (such as American Red Cross or the American heart Association) Online training is not acceptable. Certification must have been within the past three years.
- **RC I-2 Weekly menus (pg 8 & 13) (copy the menu handouts)**
 - Provide a copy of one weekly menu for children. In order to complete the related Competency Statement (CS I-a), the menu, ideally, should be one that you have participated in serving or designing.
- **RC I-3 Weekly Lesson Plans (pg 8 & 11) (started on the 1st day)**
 - 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.



Now write (pg 9)
Competency Paragraph (CP) #1 a, b, & c 
on the back and turn both of these in today.

Competency Statement I	Functional Areas	Definitions
To establish and maintain a safe, healthy learning environment	<ol style="list-style-type: none">1. Safe2. Healthy3. Learning <p>Environment</p>	<ol style="list-style-type: none">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.



#12. Competency Paragraphs (CP)

A single summarizing paragraph written on the back of your statement.

Use the **5/5 paragraph rule** = 5 words in a sentence and 5 sentences in a paragraph.

- **ECS I-a Sample Menu from RC I-2 (pg 8 & 9)**
- Reflect on the sample menu in your Resource Collection I-2 that you participated in serving and/or designing: If you designed the menu, how does it reflect your commitment to children's nutritional needs? If you served the menu but did not design it, what are its strengths and / what would you change? Discuss cost of the meals, child allergy awareness/substitutions, and children portion sizes.
- **ECS I-b Room Environment (pg 8 & 9)**
- Reflect on the room environment in which you are currently providing care or where your verification visit observation will occur.
How does the room design reflect the way you believe young children learn best? If the room was not designed by you, what do you see as its strengths and/or what would you change?
- **ECS I-c Weekly Plan from RC I-3 (pg 8 & 9)**
- Reflect on the weekly plan you included in your Resource Collection I-3. How does this plan reflect your philosophy of what young children need on a weekly basis? If the plan was not designed by you, what do you see as its strengths and/or what would you change?

And remember to continue working on

Statement of Competency I

To establish and maintain a Safe, Healthy, Learning Environment:

Functional Area 1: Safe

My goal is to keep the 3 to 5 year old children that attend our training center as safe as possible while teaching them the importance of using safety skills they are being taught. Most children that age do not have knowledge from which to draw when they may be at risk for safety. I will show them how to develop and achieve the necessary lifelong skills to have a safe and happy environment for themselves and others to play and learn. I am current with CPR/First Aid Certifications to assist in emergency. I renew them annually. I make sure all smoke/carbon dioxide alarms are up to date and working properly. I have pictures and all emergency numbers posted including poison control center and the provider and parents numbers. I supervise the children when they are playing inside or outside. I respond immediately to the children if a problem occurs. I check all toys and equipment the children will be using for broken or missing parts often to ensure they remain safe for use and play. I ensure that all chemicals and cleaning supplies are put away out of the reach of children or stored in locked cabinets to prevent injury or poisoning. I am trained in emergency evacuation procedures and plans to remove all children from the classroom and/or building in the event of an earthquake or fire.

Functional Area 2: Healthy

My goal is to teach 3-5 year olds the importance of healthy habits of good nutrition for a healthy body and to have good oral hygiene, proper hand washing and to build and help the children build their sense of well being. Promoting health, preventing illness, and good nutrition practices that promote wellness are all skills they will have for life. I teach the children how to wash their hands properly before and after every meal or snack. I let the children help prepare nutritious snacks from the food groups and explain how they bodies and their brain will grow from the food choices. I assist with making sure all children are up to date on their immunization and send home reminders to parents when it is time for immunizations and boosters to be administered. I use family style meals that teach good eating habits and social language. I sanitize all toys daily and immediately after being put into a child's mouth, to prevent the spread of germs. I wash my hands and wear gloves before and handling food, I wash my hands after handling food, helping with toileting, cleaning noses to prevent germs from being spread. I follow the center's policies for sick children to prevent other illnesses in the classroom.

Functional Area 3: Learning

My goal is to promote engagement, play, exploration, and learning of all children. I will provide my students with many activities throughout the day. We have different learning centers for the children to explore and learn in. I have my classroom decorated in a welcoming way that helps the children feel that they belong and that it is a place to learn. I adjust lesson plans to meet the needs of the children. Each lesson plan is based upon the philosophy of letting the child experience what we are talking about. Centers are child initiated, child directed, and teacher supported.

Statement of Competency #4, Families

To establish positive and productive relationships with families, I will make sure to have a positive, responsive cooperative relationship with each child's family. I will make sure to engage in two way communication. I will also encourage the family to be more involved with the program and I will support the child's relationship with the family. Why do I think that this is important? Because, a child's family is their number one supporter, and having a good relationship will help you understand the child more as well as building a better relationship with him/her. All child care people should make sure to communicate with kids families as much as possible, to better insure the care for the child overall relationships with people in daycare is a must you have to understand to help raise their child.

Statement of Competency #5, Program Management

I will make sure the program is well run and responsive to the participants needs. I feel this is important because there is no point to a program unless it can be properly run and help children. The manager should be a person who observes and learns all they can about children and how they develop and learn. They should be organized and plan ahead. They need to work well and communicate with others. This is important because then the program runs and the children learn effectively. A teacher who plans will make sure the children always have something to do. Also, parents will want to send their children somewhere that is put together. The management should understand the children in order to teach them and care for them.

Statement of Competency #6, Professionalism

I will maintain a commitment to professionalism by pledging to be a lifelong learner and to take advantage of the many opportunities to further improve my competence in early childhood education and development, and better understand the needs of families and the children in my care. I will use what I have learned through the education I have received to make educated decisions while working with young children and their families. I pledge to practice what I preach and perform to the best of my ability every day to ensure all children in my care will be receiving to appropriate educational foundation that all children need and deserve. I can only hope that my passion and love for caring and educating young children encourages others to find out what they are truly passionate about, gain education, and pursue what they love to do. I don't think there is any occupation more fulfilling or gratifying than being a teacher, my deepest desire is to make a difference in the lives of the families and children I care for and pray they go on to live happily, healthy, successful lives, partly due to the early education foundation I had a hand in building.

Professional Philosophy Statement

Children learn from being taught and through observation. The best way to help them learn is to be a good example to them so they can learn that way. If you show proper self-care like washing your hand they are more likely to wash their hands because they saw an example of it. They also learn by experience so giving them different activities can help their development tremendously. We need to make sure they can learn to their full potential.

My role as a caregiver is to make sure I help and do not hinder their development, I need to make sure I am doing my best to come up with activities that will help make their brains think then grow, as a caregiver I also need to make sure I protect each child's wellbeing like making sure I keep watch of signs of abuse or neglect. As a caregiver I also need to make sure I am there for each child

It is super important to help any child but as family your role changes. You still need to help them learn and develop but you need to be their rock. You have to show them you support and give them your trust so they can gain trust in you. You need to make sure you keep up with their needs so they can develop. You need to make sure you talk with them with respect and show them that you are going to support them and help. Being a caregiver is a huge responsibility. We need to make sure we do everything we can to help every child become the best they can be

Competency Standard I

I will establish and maintain a safe, learning and healthy environment by keeping my teaching area clean and free of any type of hazard. I feel that the first step to encourage the children to learn new things and feel safe is by keeping a safe, clean and age appropriate environment for the to learn and also feel safe and have fun. I as the child care provider have a responsibility to meet the needs of each of the children that are under my care, whether the need is emotional or physical.

- **Safe-** We keep our class organized away from any danger hazard, we have furniture and objects for their height, bathroom also for their height we keep doors lock at all type we practice earthquake, fire drills and lock downs.
- **Health-** All the children have up to date immunization, they practice washing their hands, and the teachers also washes their hands. All so the teachers have current first Aid and CPR training
- **Learning-** My curriculum and the training meets the need of the children individually. We are being trained so we are constantly seeking the best way to teach them.

Statement of Competence

Standard II: To advance physical and intellectual competence.

I will advance physical and intellectual learning by teaching at their age level, allowing active exploration, and providing the appropriate materials for learning. My goals are to assist the children in continually learning at their pace by catering to the learning styles of each child and having a variety of lessons to fit all learning types. I also will endeavor to aid the child in building off of previous knowledge and furthering what they know.

- PHYSICAL – To further the children's physical competence I involve activities that work on their gross and fine motor skills. During free play I include options for them to use these skills such as blocks, puzzles, or cars. Other opportunities I provide for them to continually learn gross and fine motor skills are when they wait for their parents to pick them up they have many activities to do that change day to day, such as chalk, bikes, obstacle courses, and balls.
- COGNITIVE – Our preschool provides many opportunities to stimulate cognitive abilities. Each day, the children get to go to different centers including science and math. At these two centers the children have activities where they further their knowledge and

have to think through problems, strengthening their mental abilities. These centers can range from puzzles, counting, chemical reactions, and hypothesizing.

- **COMMUNICATION** – The children are allowed times to talk and express themselves or listen to others. In the morning they sit in large group and each day a few children are asked to assist in a job. When called on they get to choose a job and many involve speaking such as calendar, pledge, or the alphabet. Also during large group, I, or another teacher, will read them a story and discuss the story with the kids. Each Friday half of the children are allowed to bring a show-and-tell item to class. These children share about what they brought, furthering their communication abilities.
- **CREATIVE** – Each day the kids have an option to go to an art center. Here, the children get to tap into their creative side as they construct their art projects. With only a little instruction the children have a base line to start their project and then get to build from there, creating their own unique designs. In free play the children have opportunities to continue furthering their creativity as they use their imagination to role play and pretend various objects are something they are not, such as using the rug as a lake.

Competency Statement 3- To support social and emotional development and to provide positive guidance

I will advance social and emotional development and provide positive guidance by having a relationship with each child. I will help each child understand their personal feelings and help them understand themselves. I will help each child develop social skills by having large group activities where they can interact with other children and make more friends. I will teach the children acceptable social skills to practice when they are with others. I will help children control behavior.

Self- I will help children embrace and understand who they are and where they came from. I will do this by giving them freedom of expression during activities. I will praise them for all the work they do. I will be a positive and supportive teacher for the children. I will always be there if they need me to help with school or with other issues

Social- I will create interactive activities for the children to do so they can develop the social skills needed for the future. Creating social activities will help children in all areas of social development. The social areas activities would help are expressing feelings, social skills, making friends, and teaching children to be kind to everyone they interact with. An example of an activity that I found online that can teach children social skills is called my friend in the middle. For this activity the children sit in a circle and one child goes in the middle. When they are in the middle the other students and teachers encourage the child to dance to the music. This activity helps them be more comfortable with the other children and teaches them how to take turns.

Guidance- I will help teach the children how to manage their behavior when they are feeling upset or frustrated. I will never give up on a child, even if their behavior is hard to control. I will help the children learn how to control their behavior. I will teach them acceptable behavior and class rules. A positive guidance technique I would use is positive reinforcement. When a child keeps repeating the same behavior you keep trying to help them improve. Once they improve you praise them so they want to do the correct thing again. This is my favorite positive guidance technique and I think it is the most effective one.



Statement of Competence

Competency Standard IV: To Establish Positive Relationships with Families

An important aspect of any facility that interacts with children is to have positive reciprocal relationships between teachers and families. The family is essentially the most important part of a child's life, they are the ones who the child spends the most time with and are thus experts on the child. Having a positive relationship, as a teacher, with the family helps to ensure that what the child is learning at home and school can build off each other and that the child is not hearing two different things from a teacher and a guardian.

I will seek to establish positive relationships with families so that I can more adequately provide for the child's needs.

- **Families-** I will establish positive relationships with families by ensuring that I communicate regularly with them. I will send home emails and letters regularly that inform the parents what is going on at school. I will regularly seek parent volunteers and by doing so will ensure that parents understand that they are welcome in the classroom. When problems arise I will communicate with the parents and have two way conversations so that we can establish a solution. I will also speak regularly with parents not just about problems, but also about positive things that their child is doing.