

CDA and Year-long ECE Alignment

**Send out an email for all teachers attending to bring their CDA Binders and CDA book, if they have them.

Print handouts of: (as of 5/21/16, there are 14 teachers attending)

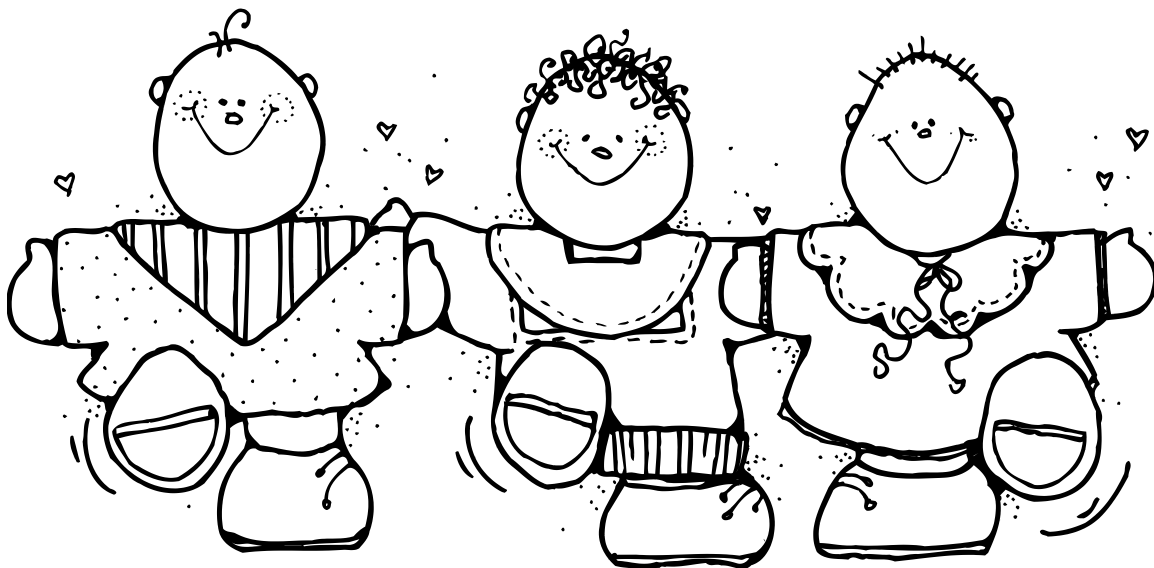
- Alignment of ECE I course
- Alignment of ECE II course

Digital handouts of: * Wait until new documents get approved?

- Alignment of ECE I course
- Alignment of ECE II course
- Table 1
- Table 2
- CDA Binder Inserts
- SLCC List of Assignments

Agenda –

1. Show ECE I Alignment handout
 - a. Explain document and how we've inserted each Performance Objective/CDA assignment under the strand and standard that it best fits with within the curriculum.
 - b. Show CDA Binder (every student purchases a binder and sheet protectors in ECE I; we provide all the inserts and take time in class for them to put it together)
 - c. Show CDA Book (students would have to purchase if they were to complete the CDA)
2. Show examples of what we do for specific assignments
 - a. Accident and Emergency Forms
 - b. Hourly Log
 - c. Statement of Competence PPT and sample statements from students
 - d. Others: Weekly Lesson Plan, DAP Books, etc.
 - e. Updated State Test Ticket for both ECE I and ECE II
3. Show ECE II Alignment handout
 - a. Emphasis on licensing; rationale was to align more with industry and prepare students to obtain their CDA
 - b. Reference to addendums
4. Show SLCC List of Assignments and how they align with CDA



"A hundred years from now it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove...but the world may be different because I was important in the life of a child."

Early Childhood Education CDA Credential

Name: _____

Period: _____

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

The following steps will help you to understand how you can obtain your 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

Within Three Years of Submitting Application

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

Within Six Months of Submitting Application

- Family Questionnaires
- Professional Portfolio

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 assessment fee

Step 4: Earn

- Earn your CDA Credential

Step 3: Demonstrate

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

- Your Verification Visit
- Your CDA Exam

Step 5: Renew

- Renew your CDA Credential
- Earn a second CDA Credential

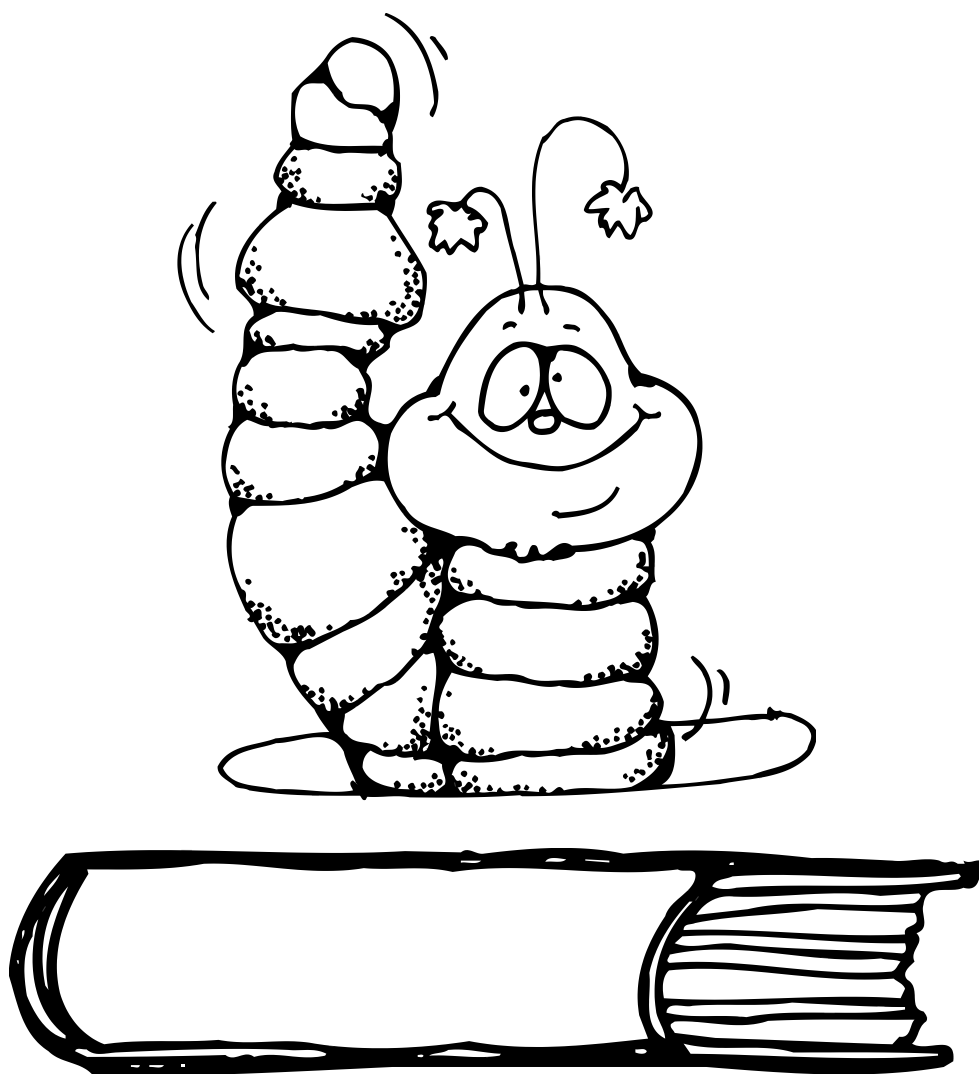
In this class, you will begin compiling your Professional Portfolio and tracking your Professional Education and Work Experience hours. Assignments to complete your portfolio may not be given in the order listed here, but it will be your personal responsibility to organize your Professional Portfolio in accordance with these guidelines prior to applying for your CDA Credential.

Professional Portfolio

The Professional Portfolio is intended to be a reflective professional development experience for you. You are encouraged to use and add to your Portfolio as you grow throughout your career.

Your Professional Portfolio must include:

1. The *My CDA Professional Portfolio* cover sheet (*The Child Development Associate National Credentialing Program and CDA Competency Standards Preschool Edition*, pg. 131). This cover sheet provides greater details on the specific order of portfolio components and can be used as a checklist as you build your Portfolio to ensure that your completed Portfolio contains all of the required contents.
2. The *Summary of My CDA Education* cover sheet (pg. 133) followed by your transcripts, certificates, letters, tracking sheets, etc.
3. The *Family Questionnaires* cover sheet (pg. 135-136) followed by your completed family questionnaires (pg. 137).
4. Six Reflective Statements of Competence, followed by the related Resource Collection items, as outlined on the *My CDA Professional Portfolio* cover sheet
5. Your Professional Philosophy Statement, which summarizes your professional viewpoint and may take into account new ideas you learned during the building of your Portfolio.



CDA Resource Collection

RC I-1 CPR and First Aid Training

Include your valid and current certificates of completion or cards from 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.

- ❖ Make a copy of your certificate and place it on or behind 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 Preschoolers. In order to complete your related Reflective Competency Statement on this topic, the menu would ideally be one that you have participated in serving to and/or designing for children.

Weekly Menu					
	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast					
Lunch					
Snack					

RC I-3 **Weekly Lesson Plans**

Provide samples of your **weekly lesson plans** that include goals for children's learning and development and brief descriptions of planned learning experiences. Indicate the age group for which the plan is intended.

❖ Place at least 3 professional looking preschool lesson plans with evaluations behind this page.

Preschool Special Needs Accommodations

Complete a written explanation below for 2 of your chosen lesson plans that explains how you will provide accommodations for children with special needs (whether for children you currently serve or may serve in the future).

1. **Lesson Theme:** _____

2. **Lesson Theme:** _____

RC II Learning Experiences

In your words, describe nine **learning experiences** (activities) that cover each of the following areas:

RC II-1 Science/Sensory

RC II-2 Language and Literacy

RC II-3 Creative Arts

RC II-4 Fine Motor (Indoor Activity)

RC II-5 Gross Motor (Outdoor Activity)

RC II-6 Self Concept

RC II-7 Emotional Skills/Regulation

RC II-8 Social Skills

RC II-9 Mathematics

Optional: Music and Movement

- ❖ These should be, but may not be limited to, activities you have planned and used in past lessons. **You may either write your descriptions in the spaces provided or include copies of your lesson plans that fit each of the nine areas.**
- ❖ **For each experience, indicate the age group (3s, 4s, or 5s) and list the intended goals, materials and processes/teaching strategies. For each activity, discuss why it is developmentally appropriate for that age group.**
- ❖ **It is best to include a Visual/Sample/Picture of your activity and place it in an optional, but preferred, plastic sheet cover.**

Resource II-1 Science/Sensory	
Activity	Age Group
Objective	
Materials Needed	
Process and Teaching Strategies	
How is this activity Developmentally Appropriate?	

Resource II-2 Language and Literacy	
Activity	Age Group
Objective	
Materials Needed	
Process and Teaching Strategies	
How is this activity Developmentally Appropriate?	

Resource II-3 Creative Arts	
Activity	Age Group
Objective	
Materials Needed	
Process and Teaching Strategies	
How is this activity Developmentally Appropriate?	

Resource II-4 Fine Motor (Indoor Activity)	
Activity	Age Group
Objective	
Materials Needed	
Process and Teaching Strategies	
How is this activity Developmentally Appropriate?	

Resource II-5 Gross Motor (Outdoor Activity)	
Activity	Age Group
Objective	
Materials Needed	
Process and Teaching Strategies	
How is this activity Developmentally Appropriate?	

Resource II-6 Self Concept	
Activity	Age Group
Objective	
Materials Needed	
Process and Teaching Strategies	
How is this activity Developmentally Appropriate?	

Resource II-7 Emotional Skills/Regulation	
Activity	Age Group
Objective	
Materials Needed	
Process and Teaching Strategies	
How is this activity Developmentally Appropriate?	

Resource II-8 Social Skills	
Activity	Age Group
Objective	
Materials Needed	
Process and Teaching Strategies	
How is this activity Developmentally Appropriate?	

Resource II-9 Mathematics	
Activity	Age Group
Objective	
Materials Needed	
Process and Teaching Strategies	
How is this activity Developmentally Appropriate?	

(Optional) Music and Movement	
Activity	Age Group
Objective	
Materials Needed	
Process and Teaching Strategies	
How is this activity Developmentally Appropriate?	

RC III Developmentally Appropriate Books

Create a **bibliography** that includes the titles, authors, publishers, copyright dates, and short summaries of ten developmentally appropriate children's books that you have used with young children. Each book should support a different topic related to children's lives and challenges.

Subjects you might consider addressing include:

Cultural and linguistic group identity; gender identity; children with special needs; separation, divorce, remarriage, or family structures; phases of the cycle of life from human reproduction to death; other topics that reflect the children and families with whom you work.

1. Title of the Book _____
Author _____
Publisher: _____ Copyright date _____
Short Summary of the age-appropriate children's book:

What area of a child's life does this book support and explain how:

2. Title of the Book _____
Author _____
Publisher: _____ Copyright date _____
Short Summary of the age-appropriate children's book:

What area of a child's life does this book support and explain how:

3. Title of the Book _____

Author _____

Publisher: _____ Copyright date _____

Short Summary of the age-appropriate children's book:

What area of a child's life does this book support and explain how:

4. Title of the Book _____

Author _____

Publisher: _____ Copyright date _____

Short Summary of the age-appropriate children's book:

What area of a child's life does this book support and explain how:

5. Title of the Book _____

Author _____

Publisher: _____ Copyright date _____

Short Summary of the age-appropriate children's book:

What area of a child's life does this book support and explain how:

6. Title of the Book _____

Author _____

Publisher: _____ Copyright date _____

Short Summary of the age-appropriate children's book:

What area of a child's life does this book support and explain how:

7. Title of the Book _____

Author _____

Publisher: _____ Copyright date _____

Short Summary of the age-appropriate children's book:

What area of a child's life does this book support and explain how:

8. Title of the Book _____

Author _____

Publisher: _____ Copyright date _____

Short Summary of the age-appropriate children's book:

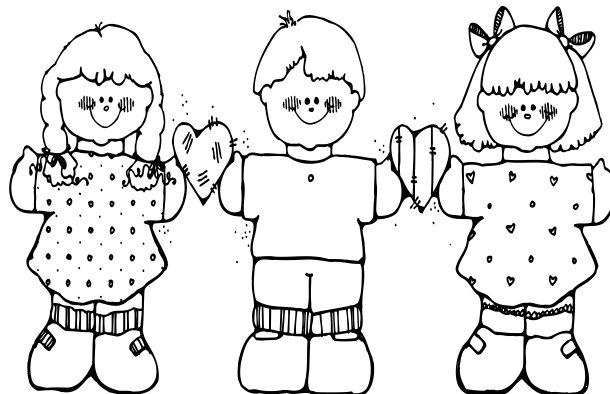
What area of a child's life does this book support and explain how:

9. Title of the Book _____
Author _____
Publisher: _____ Copyright date _____
Short Summary of the age-appropriate children's book:

What area of a child's life does this book support and explain how:

10. Title of the Book _____
Author _____
Publisher: _____ Copyright date _____
Short Summary of the age-appropriate children's book:

What area of a child's life does this book support and explain how:



RC IV Family Resources Guide

Create a **Family Resources Guide** that you might choose to share with the families you serve. The guide should include helpful working information you think they might need. At a minimum, you must include the following required items. Add any other items that children within your care might also need.

- **Resource IV-1 Family Counseling**

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

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- **Resource IV-2 Translation Service**

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

Translation Service where the home language is other than English:
Service for American Sign Language Translation:

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

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

1.	2.
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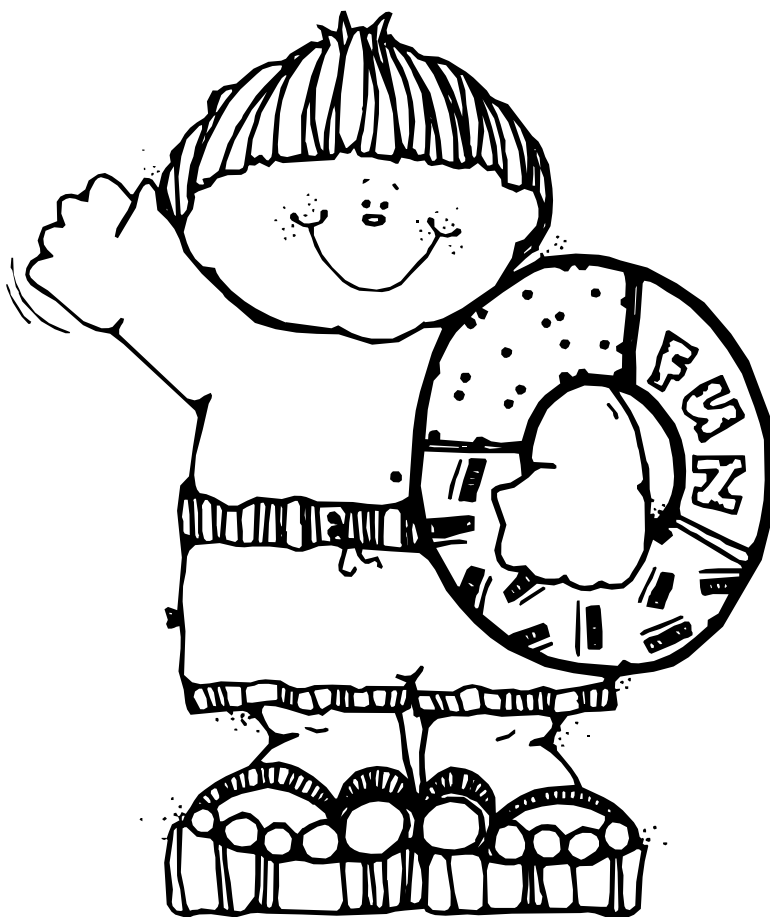
▪ **Resource IV-4 Child Development Resources**

Provide a list of 3 or more websites, and brief descriptions of each, that provide current information to help families understand how young children, ages 3- 5 years old, develop and learn. Include one current article from each website.

Web sites must contain articles that help families understand the development and learning of 3-5 year olds. At least one article must relate to child guidance.

Source #1
Source #2
Source #3
Source #4 (Optional)

- ❖ Print off and place your THREE Resource IV-4 articles on how young children develop and learn **BEHIND** this page.
- ❖ Remember that one of the three articles must relate to child guidance.



Place your THREE Resource IV-4 articles on how young children develop and learn [HERE](#)

RC V Record Keeping Forms

Provide three samples of **record keeping forms** that you use or have used. Include an accident report form, an emergency form, and a completed tool or form that you have used to observe for and document a child's developmental / learning progress **(DO NOT INCLUDE CHILD'S NAME)**.

❖ Place the three samples of record keeping forms behind this page.

- ✓ Accident Report
- ✓ Emergency Form
- ✓ Completed Observation Form



Place your three RC V samples of record keeping forms HERE

RC VI-1 Child Care Regulations

Provide the contact information (agency name, website, phone number, address, etc.) of your state's agency that is responsible for **the regulation of child care centers and family child care homes**. These regulations are available at the website of the National Resource Center for Health and Safety in Child Care:

(<http://nrckids.org/STATES/states.htm>).

▪ Qualification Requirements for Personnel

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

▪ Ratio Requirements

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

- ❖ Print off and place your Qualification Requirements and Ratio Requirements behind this page.



RC VI-2 Early Childhood Associations

List two or three **early childhood associations** (national, regional, state, or local) and include website addresses, and describe the professional resources and membership opportunities they each offer.

Early Childhood Association #1 - Include website addresses and describe the professional resources and membership opportunities they each offer.

Early Childhood Association #2 - Include website addresses and describe the professional resources and membership opportunities they each offer.

Early Childhood Association #3 - Include website addresses and describe the professional resources and membership opportunities they each offer.

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.

- **State Agency for Reporting Child Abuse and Neglect**

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

- **Mandatory Reporting Guidelines**

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



CDA

Reflective Statements of Competence

Prepare six written reflections on your own teaching practices. Each Reflective Statement must relate directly to one of the six Competency Standards. Many of the Statements will require the use of specific Resources from your *Resource Collection*, as the focus of that written reflection. Each statement should be no more than **500 words** in length.

Begin your reflective statement about each Competency Statement with a paragraph describing how your teaching practices meet the Standard. (Note: alternatively, you may also choose to write one paragraph for each Functional Area, if this makes it easier to express your thoughts more clearly.)

Then write at least one paragraph on each of the Resource Collection or Competency Standard requirements that follow.

Competency Standard I: To establish and maintain a safe, healthy learning environment

CDA Competency Standard I	Functional Areas	Definitions
I. 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.
I will		

CS I a Sample Menu (from RC I-2)

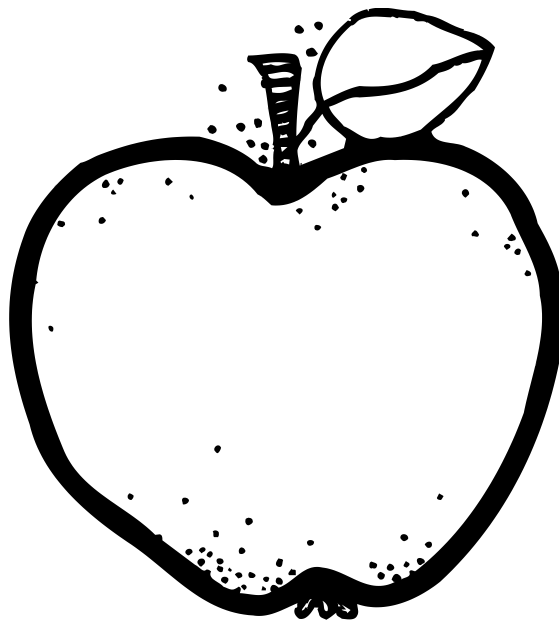
Reflect on the sample menu for *Resource Collection I-2* that you participated in serving and/or designing: If you designed the menu, how does it reflect your commitment to children's nutritional needs? If you served the menu but did not design it, what are its strengths and/or what would you change?

CS I b Room Environment

Reflect on the room environment in which 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?

CS I c Weekly Plan (from RC I-3)

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?



Competency Standard II: To advance physical and intellectual competence

CDA Competency Standard II	Functional Areas	Definitions
II. To advance physical and intellectual competence	4. Physical 5. Cognitive 6. Communication 7. Creative	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. 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. 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. 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.
I will		

CS II a Learning Experiences (from RC II)

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

CS II b Learning Experiences (from RC II)

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

CS II c Learning Experiences (from RC II)

Pick a third learning experience you chose for your *Resource Collection* II. How does this experience reflect your personal philosophy of how you support young children's ***creative*** development?

CS II d Communication and Language Development

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

Competency Standard III: To support social and emotional development and to provide positive guidance

CDA Competency Standard III	Functional Areas	Definitions
III. To support social and emotional development and to provide positive guidance	8. Self 9. Social 10. Guidance	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. 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. 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.
I will		

CS III a Developing Children's Self-Concept

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

CS III b Guiding Young Children's 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?

Competency Standard IV: To establish positive and productive relationships with families

CDA Competency Standard IV	Functional Areas	Definitions
IV. 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.
<div>I will</div>		

CS IV a Communication with Families

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

CS IV b Awareness of Children'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?

CS IV c Family Questionnaires 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.



Competency Standard V: To ensure a well-run, purposeful program that is responsive to participant needs

CDA Competency Standard V	Functional Areas	Definitions
V. 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.
<div>I will</div>		

CS V a Observation Tool (from RC V)

Describe how you used the observation tool/form from Resource Collection V.

Importance of Observation and Documentation

Explain why observation and documentation forms are an important part of program management.

Accurate Observations

How do you ensure that you are accurately and objectively observing and tracking each child's developmental and learning progress?

Competency Standard VI: To maintain a commitment to professionalism

CDA Competency Standard VI	Functional Areas	Definitions
VI. 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.
<div>I will</div>		

CS VI a Early Childhood Professional

Reflect on why you choose to become an early childhood professional.

CS VI b Indicators of Professionalism

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

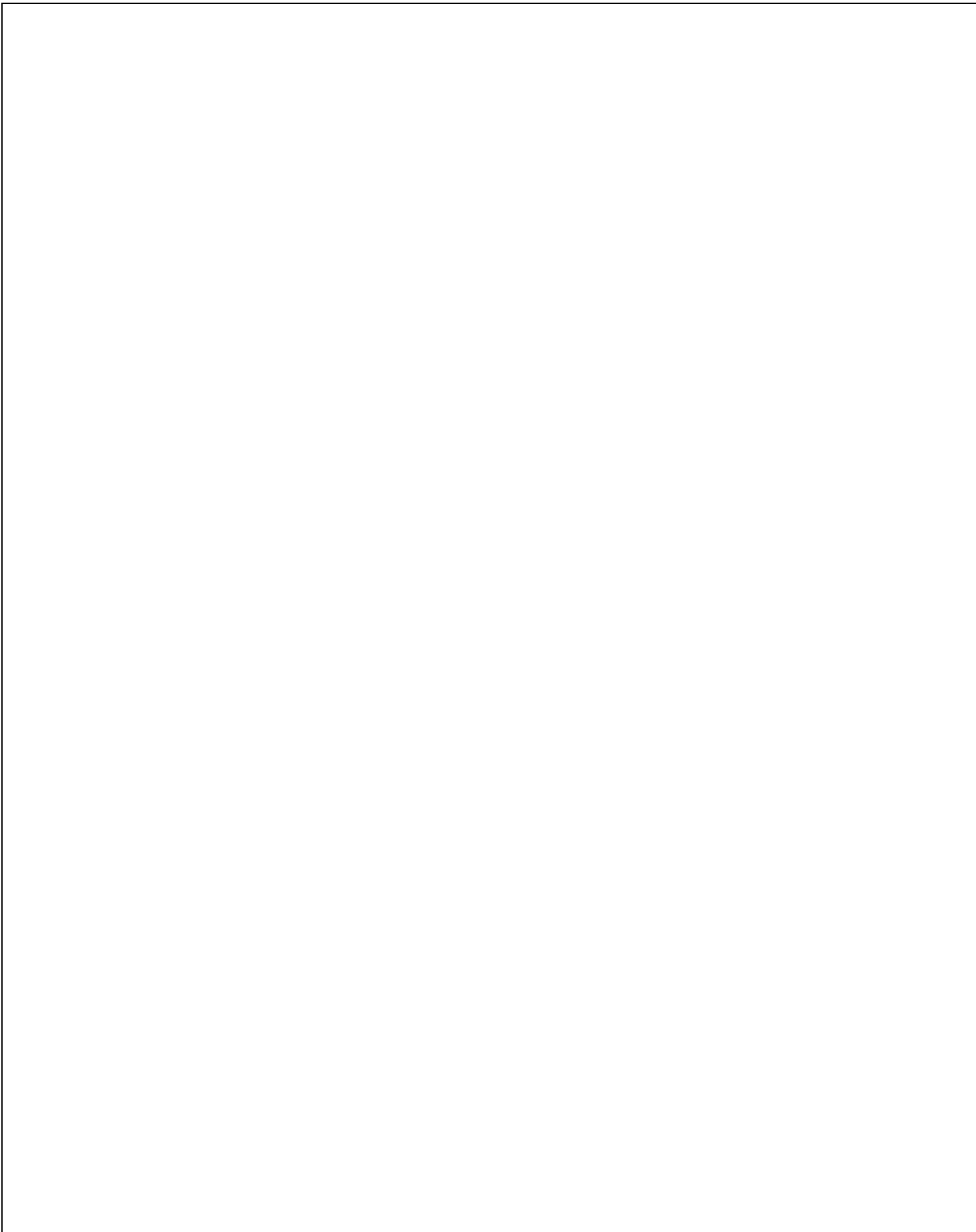


Professional Philosophy Statement

Your goal is to summarize your professional beliefs and values about early childhood education.

Identify your personal values and beliefs around teaching and learning:
How do you believe young children learn? Based on this, explain what you believe your role is as their teacher/caregiver. Beyond teaching and learning, reflect and write about what you believe are the other important aspects of your role in the lives of children and families.

No more than 2 pages. Write or type this statement in the boxes on the following pages.





CDA

Professional Education and Work Experience Tracking Sheets

Place your Tracking Sheets HERE

Place your Tracking Sheets HERE

**Alignment of CDA Assignments
with
Early Childhood Education I
Strands and Standards**

STRAND 1

Students will identify and/or demonstrate Developmentally Appropriate Practices (DAP).

Standard 1: Identify and/or demonstrate DAP activities for young children.

- a. Define DAP (Characteristics: age and individual appropriateness, hands-on, concrete, real, relevant, uses all areas of development, multicultural, non-sexist).
- b. Types of learning and play: child-directed, teacher-directed, child-initiated.
- c. Active vs. passive learning.
- d. Effective transitions.
- e. DAP materials and activities for specific ages and areas of development (cognitive, social, emotional, moral, and physical [gross and fine motor]).
- f. Positive questioning techniques (open-ended questions).

ECE I: Performance Objective 15

Write a statement of competence for CDA Standards I, II and III; NOTE – this is only ONE of the three statements needed to complete Performance Objective 15

CDA Competency Statement II:

To advance physical and intellectual competence

Standard 2: Identify and/or demonstrate positive guidance techniques for preschoolers.

- a. Review common reasons for misbehavior (normal behavior, natural curiosity, don't know better, to get attention, for power, revenge, feeling inadequate and need to feel they belong).
- b. Positive guidance: natural consequences, logical consequences, positive statements, redirection, limited choices, time out, positive reinforcement, modeling, child-directed and problem-solving.
- c. Identify and/or demonstrate the ability to maintain control in a large and small group setting.

ECE I: Performance Objective 1

Identify problem behavior and demonstrate appropriate management solutions

ECE I: Performance Objective 15

Write a statement of competence for CDA Standards I, II and III; NOTE – this is only ONE of the three statements needed to complete Performance Objective 15

CDA Competency Statement III:

To support social and emotional development and to provide positive guidance

Standard 3: Incorporate observation techniques and guidelines while studying children and develop strategies to meet their needs.

- a. Purpose of observing children (formal & informal assessments, curriculum planning, children's developmental stages).
- b. Objective/factual statements vs. subjective/interpretative statements.

Standard 4: Identify and/or implement appropriate environmental space arrangement.

- a. Physical characteristics in a classroom (floor coverings, permanent fixtures, storage for materials, color and children's display and personal storage, child-size furniture).
- a. Space arrangements (quiet, active, wet, dry, centers, group and individual space).

ECE I: Performance Objective 2

Draft or evaluate a developmentally appropriate learning environment

STRAND 2

Students will develop and/or implement age appropriate curriculum for young children.

Standard 1: Identify components of curriculum planning.

- a. Identify and/or demonstrate the responsibilities of the lead and support teacher.
- b. Understand calendaring, daily scheduling, routines, learning centers, and group time.
- c. Components of a lesson plan: theme, objectives, concepts, procedures, and transitions.

ECE I: Performance Objective 3

Create and implement a developmentally appropriate weekly lesson plan

CDA Resource Collection I-3:

Weekly Lesson Plans (with Special Needs Accommodations)

Standard 2: Create DAP learning experiences for preschoolers.

- a. Language/literacy activities (fingerplays, stories, show and tell).

ECE I: Performance Objective 4

Create and implement a developmentally appropriate language/literacy activity

CDA Resource Collection II-2:

Language and Literacy Learning Experience

ECE I: Performance Objective 14

Compile the following CDA Resource Collection items; NOTE – this is only ONE of the three needed to complete Performance Objective 14

CDA Resource Collection III:

Developmentally Appropriate Books

- b. Math activities (sequencing, sorting, classification, matching, seriation, manipulatives).

ECE I: Performance Objective 5

Create and implement a developmentally appropriate math activity

CDA Resource Collection II-9:

Mathematics Learning Experience

- c. Creative arts activities (Four stages of art: 1) scribbling, 2) pre-schematic, 3) schematic, 4) realism).

ECE I: Performance Objective 6

Create and implement a developmentally appropriate creative art activity

CDA Resource Collection II-3:

Creative Arts Learning Experience

- d. Science and sensory activities.

ECE I: Performance Objective 7

Create and implement a developmentally appropriate science/sensory activity

CDA Resource Collection II-1:

Science/Sensory Learning Experience

- e. Music and movement activities.

ECE I: Performance Objective 8

Create and implement a developmentally appropriate music and movement activity

CDA Resource Collection II:

Music and Movement Learning Experience

- f. Social and emotional activities.

ECE I: Performance Objective 9

Create and implement a developmentally appropriate activity that builds social skills

CDA Resource Collection II-8:

Social Skills Learning Experience

- g. Dramatic play.
- h. Food experiences.
- i. Free play.

STRAND 3

Students will identify and/or demonstrate how to maintain a healthy environment for young children.

Standard 1: Identify and/or demonstrate how to maintain a secure and healthy environment for young children.

- a. Safety guidelines.
- b. Health and wellness (childhood illnesses, communicable diseases and basic first-aid: poisoning, cuts, bumps and bruises, and choking).
- c. Emergency procedures (fire, earthquake and intruders).
- d. Sanitation and hand-washing (20 seconds, upon arrival, before and after snack, prior to sensory play, after restroom use).
- e. Identifying and reporting procedures for abuse and neglect.

ECE I: Performance Objective 10

Identify and demonstrate appropriate sanitation techniques

ECE I: Performance Objective 14

Compile the following CDA Resource Collection items; NOTE – this is only ONE of the three needed to complete Performance Objective 14

CDA Resource Collection VI-3:

Reporting Child Abuse and Neglect

Standard 2: Describe the factors to consider in meeting the nutritional needs of young children.

- a. Healthy snacks and meals.
- b. Food safety (allergies, use of gloves, follow food handling guidelines).

ECE I: Performance Objective 14

Compile the following CDA Resource Collection items; NOTE – this is only ONE of the three needed to complete Performance Objective 14

CDA Resource Collection I-2:

Weekly Menu

ECE I: Performance Objective 15

Write a statement of competence for CDA Standards I, II and III; NOTE – this is only ONE of the three statements needed to complete Performance Objective 15

CDA Competency Statement I:

To establish and maintain a safe, healthy learning environment

STRAND 4

Students will evaluate the quality of various early childhood programs and review applicable licensing rules.

Standard 1: Classify the types of childcare programs by category.

- a. Categories of child care: custodial, developmental, and comprehensive child care.
- b. Pros, cons, and flexibility associated with various types of child care (hourly, Montessori, head start, preschool, on-site, home care, and day care centers and laboratory schools).

ECE I: Performance Objective 11

Compare the types of early childhood education programs

Standard 2: Identify current childcare licensing rules.

<http://childcarelicensing.utah.gov/centerinterpretation.htm> - see *Child Care Center Interpretation Manual by Sections* to view the individual Center Rule Interpretation sections.

- a. Qualifications for directors, caregivers, and assistant caregivers.
- b. Licensing rules (confidentiality issues, proof of immunizations).

ECE I: Performance Objective 12

Identify the name and contact information for the agency responsible for regulating Child Care centers in Utah. Identify and/or print the licensing rules for ratios and personnel requirements.

CDA Resource Collection VI-1:

Child Care Regulations

STRAND 5

Students will identify and/or demonstrate employment skills needed to work with young children.

Standard 1: Identify and/or demonstrate positive employment characteristics (punctuality, team-work, problem solving, dependability, respect).

- a. Identify components of a resume.

ECE I: Performance Objective 13

Create or update a personal resume

Standard 2: Identify and/or demonstrate effective communication skills (children, staff, parents, and employers).

Standard 3: Identify the requirements and advantages for obtaining the Child Development Associate (CDA) credential.

ECE I: Performance Objective 16

Keep an ongoing log of CDA Professional Education and Work Experience hours

CDA Assignments			ECE I Strands & Standards
RC I			
	1	CPR and First Aid Training	
	2	Weekly Menu	3.2.a
	3	Weekly Lesson Plans	2.1
RC II		<u>Learning Experiences</u>	
	1	Science/Sensory	2.2.d
	2	Language/Literacy	2.2.a
	3	Creative Arts	2.2.c
	4	Fine Motor (Indoor Activity)	
	5	Gross Motor (Outdoor Activity)	
	6	Self Concept	
	7	Emotional Skills/Regulation	
	8	Social Skills	2.2.f
	9	Mathematics	2.2.b
	Opt	Music and Movement	2.2.e
RC III		Developmentally Appropriate Books	2.2.a
RC IV		<u>Family Resources Guide</u>	
	1	Family Counseling	
	2	Translation Service	
	3	Children with Disabilities	
	4	Child Development Resources	
RC V		Record Keeping Forms (Accident Report, Emergency Form, Completed Observation Form)	
RC VI			
	1	Child Care Regulations	4.2
	2	Early Childhood Associations	
	3	Reporting Child Abuse and Neglect	3.1.e
Reflective Statements of Competence			
	1	To establish and maintain a safe, healthy learning environment	3.2
	2	To advance physical and intellectual competence	1.1
	3	To support social and emotional development and to provide positive guidance	1.2
	4	To establish positive and productive relationships with families	
	5	To ensure a well-run, purposeful program that is responsive to participant needs	
	6	To maintain a commitment to professionalism	

**Alignment of CDA Assignments
with
Early Childhood Education II
Strands and Standards**

STRAND 1

Students will evaluate and model Developmentally Appropriate Practices (DAP).

Standard 1: Identify and/or demonstrate DAP activities for young children.

- a. Define DAP. (Characteristics: age and individual appropriateness, hands-on, concrete, real, relevant, uses all areas of development, multicultural, non-sexist)
- b. Types of learning: child-directed, teacher-directed, child-initiated
- c. Active vs. passive learning.
- d. Effective transitions.
- e. DAP materials and activities for specific ages and areas of development (cognitive, social, emotional, moral, and physical [gross and fine motor]).
- f. Positive questioning techniques (open-ended questions).

Standard 2: Identify and/or demonstrate positive guidance techniques for preschoolers.

- a. <http://childcarelicensing.utah.gov/centerinterpretation.htm> - see **Child Care Center Interpretation Manual by Sections**, Section 19 – Child Discipline.
- b. Review common reasons for misbehavior (normal behavior, natural curiosity, don't know better, to get attention, for power, revenge, feeling inadequate and need to feel they belong).
- c. Positive guidance: natural consequences, logical consequences, positive statements, redirection, limited choices, time out, positive reinforcement, modeling, child-directed and problem-solving.
- d. Identify and/or demonstrate the ability to maintain control in a large and small group setting.

ECE II: Performance Objective 1

Identify problem behavior and demonstrate appropriate management solutions

Standard 3: Incorporate observation techniques and guidelines while studying children and develop strategies to meet their needs.

- a. Purpose of observing children (formal & informal assessments, curriculum planning, children's developmental stages).
- b. Objective/factual statements vs. subjective/interpretative statements.

ECE II: Performance Objective 7

Compile the following CDA Resource Collection items; NOTE – this is only ONE of the six needed to complete Performance Objective 7

CDA Resource Collection V:

Record Keeping Forms (Observation, Accident & Emergency)

Standard 4: Identify and/or implement appropriate environmental space arrangement.

- a. <http://childcarelicensing.utah.gov/centerinterpretation.htm> - see **Child Care Center Interpretation Manual by Sections**, Section 4 – Facility.
- b. Physical characteristics in a classroom (floor coverings, permanent fixtures, storage for materials, color and children's display, personal storage and child-size furniture).
- c. Space arrangements (quiet, active, wet, dry, centers, group and individual space).

STRAND 2

Students will develop, implement and evaluate age appropriate curriculum for young children.

Standard 1: Identify components of curriculum planning.

- a. Identify and/or demonstrate the responsibilities of the lead and support teacher.
- b. Understand calendaring, daily scheduling, routines, learning centers, and group time.
- c. Components of a lesson plan: theme, objectives, concepts, procedures, and transitions.

Standard 2: Create DAP learning experiences for preschoolers.

- a. Language/literacy activities (fingerplays, stories, show and tell).
- b. Math activities (sequencing, sorting, classification, matching, seriation, manipulatives).
- c. Creative arts activities (Four stages of art: 1] scribbling, 2] pre-schematic, 3] schematic, 4] realism).
- d. Science and sensory activities.
- e. Music and movement activities.
- f. Social and Emotional activities
- g. Dramatic play.
- h. Food experiences.
- i. Free play.

ECE II: Performance Objective 2

Create and implement a developmentally appropriate fine motor (indoor) activity

CDA Resource Collection II-4:

Fine Motor (Indoor Activity) Learning Experience

ECE II: Performance Objective 3

Create and implement a developmentally appropriate gross motor (outdoor) activity

CDA Resource Collection II-5:

Gross Motor (Outdoor Activity) Learning Experience

ECE II: Performance Objective 4

Create and implement TWO developmentally appropriate activities that build emotional skills and improve self-concept

CDA Resource Collection II-6:

Self Concept Learning Experience

CDA Resource Collection II-7:

Emotional Skills/Regulation Learning Experience

STRAND 3

Students will evaluate and model how to maintain a healthy environment for young children.

Standard 1: Identify and/or demonstrate how to maintain a secure and healthy environment for young children.

- a. <http://childcarelicensing.utah.gov/centerinterpretation.htm> - see **Child Care Center Interpretation Manual by Sections**, Sections 10 – Emergency Preparedness, 11 – Supervision and Ratios, 12 – Injury Prevention, 13 – Parent Notification, 14 – Child Health, 16 – Infection Control.
- b. Safety guidelines.
 - a. Health and wellness (childhood illnesses, communicable diseases and basic first-aid: poisoning, cuts, bumps and bruises, and choking).
 - b. Emergency procedures (fire, earthquake and intruders).
 - c. Sanitation and hand-washing (20 seconds, upon arrival, before and after snack, prior to sensory play, after restroom use).
 - d. Identifying and reporting procedures for abuse and neglect.

ECE II: Performance Objective 5

Identify and demonstrate appropriate sanitation techniques

ECE II: Performance Objective 7

Compile the following CDA Resource Collection items; NOTE – this is only ONE of the six needed to complete Performance Objective 7

CDA Resource Collection I-1:

CPR and First Aid Training (optional)

Standard 2: Describe the factors to consider in meeting the nutritional needs of young children.

- a. <http://childcarelicensing.utah.gov/centerinterpretation.htm> - see **Child Care Center Interpretation Manual by Sections**, Section 15 – Child Nutrition.
- b. Healthy snacks and meals.
- c. Food safety (allergies, use of gloves, follow food handling guidelines).

STRAND 4

Students will evaluate the quality of various early childhood programs and review applicable licensing rules.

Standard 1: Classify the types of childcare programs by category.

- a. Categories of child care: custodial, developmental, and comprehensive child care.
- b. Pros, cons, and flexibility associated with various types of child care (hourly, Montessori, head start, preschool, on-site, home care, and day care centers and laboratory schools).

Standard 2: Identify current childcare licensing rules.

<http://childcarelicensing.utah.gov/centerinterpretation.htm> - see ***Child Care Center Interpretation Manual by Sections*** to view the individual Center Rule Interpretation sections identified below. **Note: State Child Care Licensing Rules can be taught separately or integrated into applicable Strands and Standards.**

- a. Section 4 - Facility
 - Toilet and sink child ratio (1 toilet to 15 children)
 - Indoor square feet needed per child
- b. Section 7 - Personnel
 - Qualifications for directors
 - Qualifications for caregivers and assistant caregivers
- c. Section 8 – Administration
 - Confidentiality
- d. Section 10 – Emergency Preparedness
 - One caregiver with CPR always on site
 - First aid supplies in center
 - Emergency and disaster plan
- e. Section 11 – Supervision and Ratios
 - Table 4 Child Ratio and Group Sizes for Birth to 5
- f. Section 12 – Injury Prevention
- g. Section 13 – Parent Notification
 - Procedure for arriving and leaving of the center
- h. Section 14 - Child Health
 - Proof of immunizations
 - Laws for reporting child abuse and neglect
- i. Section 15 – Child Nutrition
 - Awareness of food allergies
 - Frequency of providing snacks and meals
- j. Section 16 – Infection Control
 - Procedures for dealing with sick children
 - Proper handwashing
 - Sanitizing toys and equipment
- k. Section 19 – Child Discipline
 - Positive reinforcement/redirection

ECE II: Performance Objective 6

Identify and practice 10 Utah State Licensing Rules for early childhood education centers.

STRAND 5

Students will evaluate and model employment skills needed to work with young children.

Standard 1: Identify and/or demonstrate positive employment characteristics (punctuality, team-work, problem solving, dependability, respect).

- a. Identify components of a resume.

Standard 2: Identify and/or demonstrate effective communication skills (children, staff, parents, and employers).

ECE II: Performance Objective 7

Compile the following CDA Resource Collection items; NOTE – this is FOUR of the six needed to complete Performance Objective 7

CDA Resource Collection IV:

Family Resources Guide (IV-1: Family Counseling, IV-2: Translation Service, IV-3: Children with Disabilities, IV-4: Child Development Resources)

ECE II: Performance Objective 8

Write a statement of competence for CDA Standards IV, V, and VI; NOTE – this is only ONE of the three needed to complete Performance Objective 8

CDA Competency Statement IV:

To establish positive and productive relationships with families

Standard 3: Identify qualifications of child care directors, caregivers, and assistant caregivers.

- a. <http://childcarelicensing.utah.gov/centerinterpretation.htm> - see ***Child Care Center Interpretation Manual by Sections***, Sections 7 – Personnel, 8 – Administration.

ECE II: Performance Objective 7

Compile the following CDA Resource Collection items; NOTE – this is only ONE of the six needed to complete Performance Objective 7

CDA Resource Collection VI-2:

Early Childhood Associations

ECE II: Performance Objective 8

Write a statement of competence for CDA Standards IV, V, and VI; NOTE – this is only ONE of the three needed to complete Performance Objective 8

CDA Competency Statement V:

To ensure a well-run, purposeful program that is responsive to participant needs

ECE II: Performance Objective 8

Write a statement of competence for CDA Standards IV, V, and VI; NOTE – this is only ONE of the three needed to complete Performance Objective 8

CDA Competency Statement VI:

To maintain a commitment to professionalism

Standard 4: Identify the requirements and advantages for obtaining the Child Development Associate (CDA) credential.

ECE II: Performance Objective 9

Keep an ongoing log of CDA Professional Education and Work Experience hours

CDA Assignments			ECE II Strands & Standards
RC I			
	1	CPR and First Aid Training	3.1
	2	Weekly Menu	
	3	Weekly Lesson Plans	
RC II		<u>Learning Experiences</u>	
	1	Science/Sensory	
	2	Language/Literacy	
	3	Creative Arts	
	4	Fine Motor (Indoor Activity)	2.2
	5	Gross Motor (Outdoor Activity)	2.2
	6	Self Concept	2.2.f
	7	Emotional Skills/Regulation	2.2.f
	8	Social Skills	
	9	Mathematics	
	Opt	Music and Movement	
RC III		Developmentally Appropriate Books	
RC IV		<u>Family Resources Guide</u>	
	1	Family Counseling	5.2
	2	Translation Service	5.2
	3	Children with Disabilities	5.2
	4	Child Development Resources	5.2
RC V		Record Keeping Forms (Accident Report, Emergency Form, Completed Observation Form)	1.3
RC VI			
	1	Child Care Regulations	
	2	Early Childhood Associations	5.3
	3	Reporting Child Abuse and Neglect	
Reflective Statements of Competence			
	1	To establish and maintain a safe, healthy learning environment	
	2	To advance physical and intellectual competence	
	3	To support social and emotional development and to provide positive guidance	
	4	To establish positive and productive relationships with families	5.2
	5	To ensure a well-run, purposeful program that is responsive to participant needs	5.3
	6	To maintain a commitment to professionalism	5.3

REFLECTIVE STATEMENTS OF COMPETENCE

How to write these

Objective

- Prepare 6 written reflections on your own teaching practices.
- You must write one Reflective Statement for each of the six CDA Competency Standards (see specific requirements for each one). Many of the statements require the use of specific Resources from your Resource Collection as the focus of that written reflection.
- Each statement should be no more than 500 words in length.

Competency Goal Statements

- Begin with an **opening paragraph** which includes:
 - **An overall *introduction* and *concise summary*** explaining how you **feel** about this competency and its functional areas
 - ***The importance*** of it to you, the children, their parents, and the center
 - ***General ideas*** describing how your teaching practices meet these standards.
 - This section will be about 100 – 200 words.
- Next, discuss each **functional area** in **detail** as it **relates to your opening statement**.
 - Provide realistic and exact ***examples*** of actions that you will take to meet this functional area and competency goals for those within your care.
 - This section will be about 50 – 150 words.

Competency Statement I	Functional Areas	Definitions
I. 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.
I will		

Competency Statement 1 (Terry Rawley, LHS Center Director)

I will establish and maintain a safe, healthy learning environment by keeping my center and playground area clean and free of debris. I feel the first step to encourage learning is to keep a clean and safe environment, one that stimulates the child and meets the individual learning styles. We as childcare providers have a responsibility to meet the needs of each of the children we work with, whether that need is physical or emotional.

- **Safe:** My playground and center are inspected on a regular basis by the Davis County School District and Utah Health Department.
- **Health:** All of the children registered in my center have up to date immunization records. My staff is required to have current first Aid and CPR training.
- **Learning:** My curriculum meets the needs of the individual child, because this is a training center for high school students we constantly seeking the best ways to stimulate and inspire the child.

170 words

Competency Statement 1 (Julie Nuzman, LHS Toddler Specialist)

- I will provide an environment that is safe, physically and emotionally; healthy; and promotes optimal learning.
- **Safe:** I use age appropriate toys and furnishings such as cribs and vinyl mats for young infants, soft climbing forms for mobile infants, low shelves and child size chairs for toddlers. Inside and outside play areas are clutter-free. Plugs are covered and cords kept out of reach. Drawers and cabinets are locked. Broken toys are repaired or discarded. First aid kits and fire extinguishers are accessible to adults. Posted emergency plans are practiced. Emergency numbers are posted. Daily inspections are performed.

- I help infants feel safe through expression of tenderness and meeting their needs. I watch for potential hazards as infants become mobile and adjust the environment and my responses appropriately. With mobile infants, I talk about staying safe and using redirection. I set simple rules such as, “Feet on the floor”, and “Teachers open doors”. When safety or rule issues arise, I ask my toddlers “What’s my job?”, and most of them reply, “To keep me safe,” after which we talk about ways to stay safe.
- Emotional safety is promoted through daily greetings, love rituals and positive reinforcement. Children’s feelings are acknowledged, validated, and appropriate guidance suggested and modeled. These practices work with all ages. My toddlers have a “safe place” that offers books and toys appropriate to stress reduction and emotional self-control.

➤ ***Healthy practices:*** include proper hand washing at diaper changes, potty time, before and after meals, after wiping noses, when entering the classroom, and after playing outside. Toddlers are supervised and helped when necessary. We sing a jingle to ensure that they wash long enough. Mobile infants are physically aided. Young infants can have hands washed using a wet cloth. Toys, surfaces, and dishes are cleaned and sanitized daily. Cups and bottles are labeled. Mouthed toys are separated to avoid sharing. Food is stored appropriately. Good nutrition, healthy eating habits and dental hygiene are taught daily. Parents are supported in caring for their child's medical needs and immunizations. An illness policy is enforced. Medical plans are written as necessary. I believe that when children feel well they are better able to play and learn.

- **Learning:** When children feel safe and are healthy they begin to enjoy the world around them and build a base for future learning. I create learning environments by introducing new and exciting activities and spaces such as a texture cloth for infants, a shallow ball pit for mobile infants, and a play kitchen for toddlers and preschoolers. As curiosity grows, the environment must adapt to allow for exploration, challenges, and practice of new skills. Quiet areas are separated from noisy play areas. Consistent routines help children feel safe in knowing what is coming next and learn and practice daily skills. Adapting that routine can take advantage of spontaneous learning opportunities.
- I am on the floor at their level to encourage development and celebrate accomplishments while maintaining awareness of safety, healthy, and developmentally appropriate learning practices.

Specific Use of Resources

- Many of the statements require the use of specific Resources from your Resource Collection as the focus of that written reflection.
- Write at least one paragraph on each of the reflections that follow the Competency statement.

CS I-a Sample Menu from RC I-2

Reflect on the sample menu in the Resource Collection #3 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.

CS I-b Room Environment

Reflect on the room environment in which 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?

CS I-c Weekly Plan

Reflect on the weekly plan you included in your Resource Collection #4. 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?

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.