

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.

2016 ***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 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.

1. **Fremont 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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **CDA Subject Area**  **(CDA pg 8 and 38)** | **PATHWAY COURSE HOURS** | **VERIFY Total hrs** |
| 1. **Planning a safe, healthy learning environment** | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **CD** | **1A** | **1B** | **2** | **Intern &/or the paid center Job** | | **4.91** | **5.3** | **4.75** | **2 p/ sem** |  | | **up to 16 hrs** |
| 1. **Advancing children’s physical and intellectual development** | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **CD** | **1A** | **1B** | **2** | **Intern &/or the paid center Job** | | **4.50** | **12** | **2** | **2 p/ sem** |  | | **up to 20 hrs** |
| 1. **Supporting children’s Social & Emotional development** | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **CD** | **1A** | **1B** | **2** | **Intern &/or the paid center Job** | | **10.16** | **1.75** | **.50** | **2 p/ sem** |  | | **up to 14 hrs** |
| 1. **Building productive relationships with Families** | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **CD** | **1A** | **1B** | **2** | **Intern &/or the paid center Job** | | **3.13** | **2** | **.50** | **2 p/ sem** |  | | **up to 7 hrs** |
| 1. **Managing an effective program** | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **CD** | **1A** | **1B** | **2** | **Intern &/or the paid center Job** | | **2.5** | **11.5** | **6.66** | **2 p/ sem** | **20** | | **up to 42 hrs** |
| 1. **Maintaining a commitment to Professionalism** | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **CD** | **1A** | **1B** | **2** | **Intern &/or the paid center Job** | | **2.5** | **4.08** | **4.16** | **2 p/ sem** | **20** | | **up to 32 hrs** |
| 1. **Observing and recording children’s behavior** | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **CD** | **1A** | **1B** | **2** | **Intern &/or the paid center Job** | | **1.41** | **7.25** | **3.6** | **3 p/ sem** | **20** | | **up to 36 hrs** |
| 1. **Understanding principles of child development** | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **CD** | **1A** | **1B** | **2** | **Intern &/or the paid center Job** | | **6.66** | **2.83** | **3.5** | **2 p/ sem** |  | | **up to 16 hrs** |
| **TOTAL possible Education hours** | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **CD** | **1A** | **1B** | **2** | **Intern &/or the paid center Job** | | **35.77** | **46.71** | **25.67** | **16 p/ sem**  **Total # sem\_\_** | **2 job**  **42 intern** | | **169 hrs or more** |
| **TOTAL possible Lab Experience Hours** | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **CD** | **1A** | **1B** | **2** | **Intern &/or the paid center Job** | | **2.66** | **33** | **37.50** | **66 p/ sem**  **Total # sem\_\_** | **520.41 job**  **132 intern** | | **791 hrs or more** |

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

**CDA EDUCATION and EXPERIENCE HOURS**

**outside of the FHS 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.

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| **Date** | **Time In** | **Time Out** | **Total # of Minutes** | **Location and/or Education course** | **Verification** | |
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**Instructor Verification Signature ­­\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date** \_\_\_\_\_\_\_\_\_

**CDA EXPERIENCE HOURS**

**In FHS Early Childhood Pathway ECE 1A Courses**

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

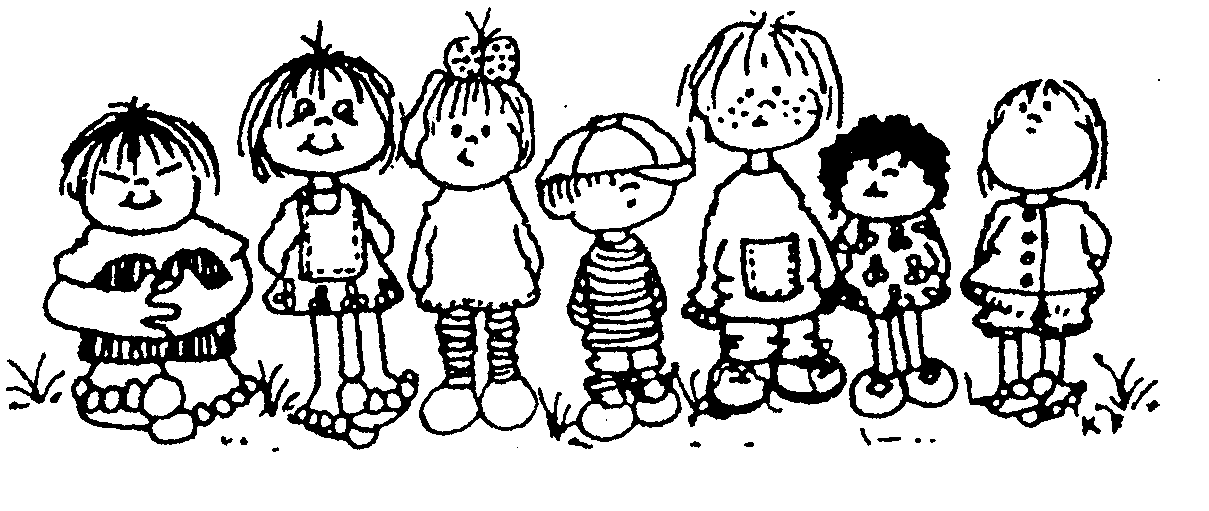
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| (Total minutes ÷ 60)  **TOTAL Education hours \_\_\_­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | |  |
| (Total minutes ÷ 60)  **TOTAL Lab Experience Hours \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | |  |

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

1. **“Family Questionnaires”**

**The family questionnaire will be completed once all of the requirements for your CDA education and experience hours have been met.**

**\*Sign up for the CDA class with the Center Director to get this portion of your portfolio completed and to finalize your CDA License.**



**ECE CDA Portfolio Guide**

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| **Writing a Competency Statement (CS)**    Using your own paper, prepare a written statement, approximately **225+ words in length**, on your own teaching practices and beliefs. R**efer** 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. |

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| ***Competency Statement (CS 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)*** |

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| **Resource Collection (RC)**    Read the assignment instructions and collect or create the given resource materials. |

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| **Competency Paragraph (CP)**  Write an extension paragraph (30+ words) that reinforces the resources collected. |

**CP 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?

* **CP 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?

* **CP 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?

**CS I**

* **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.

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| **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.** |

KIDS_B

**RC I-1**

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

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| **CDA Competency Standard I** | **Functional Areas** | **Definitions** |
| 1. To establish and maintain a safe 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 presents illness, and teaches children about good nutrition and practices that promote wellness.  3. Candidate organizes and uses relationships, 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** | | |

**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.

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| --- | --- | --- | --- | --- | --- |
|  | **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**

**CS I a Sample Menu**

Reflect on the simple menu for *Resource Collection 1-2* 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?

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**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 belive young children learn best? If the room was not designed by you, what do you see as its strength and/or what would you change?

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**CS I c Weekly Plan (from RC 1-3)**

Reflect on the weekly Plan you included in your *Resource Collection 1-3*. 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?

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* **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.

**RC I-3**

|  |  |
| --- | --- |
| **Weekly Theme** | **Age Group** |

|  |  |
| --- | --- |
| **Vocabulary Words** | **Factual Statements** |
| **Objective Goals (Why are you doing this activity? You may not use the word “learn”.)** | |

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| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Group Time**  **(songs, stories, games, etc.)** |  |  |  |  |  |
| **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**  **Write 1 special need:**  **(Hearing, seeing, speech, physical struggles, broken leg/arm, etc.)**  **Choose 1 previously written activity from each day and write how you would adjust the activity for the above special need.** |  |  |  |  |  |

1. **Competency Statement II & Resource Collection II**

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| --- | --- | --- |
| **Competency Statement II** | **Functional Areas** | **Definitions** |
| **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?

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**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?

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**CS II**

**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?

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**CS II d Communication and Language Development**

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

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**RC II. Nine Learning Experiences**

Compile 9 learning experiences that cover each of the following curriculum areas below.

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| --- | --- | --- |
| 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)  Music and Movement | RC II-6 Self Concept |
| RC II-7 Emotional Skills/Regulation | RC II-8 Social Skills | RC II-9 Mathematics |

* 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.**
* **It is best to include a Visual/Sample/Picture of your activity and place it in an optional, but preferred, plastic sheet cover.**

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| --- | --- |
| ARTWORDBPIERREBE | BEEKER_BSCIENCEW |
| MUSICWORDRUM_B | THECOOKB.WMF **PLAY** |
| LANGUAGECHEF_B | NUMBERSB  MATHWORD |

**RC II**

\*\*\* These learning experiences can be, but are not limited to, activities you have already written and used in your past Early Childhood pathway courses such as from Child Development, ECE 1A, ECE 1B, and ECE 2 or you can use a variety or resources, websites, and curriculum book ideas**. It would be best to include a visual, a sample, or a picture of each activity (Google images is a great resource for this).**

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| **Resource II-1 Science/Sensory** | |
| **Activity Name:** | **Age Group:** |
| **Objectives:** | |
| **ALL Materials Needed:** | |
| **Detailed Process and Teaching Strategies:** | |
| **How is this activity Developmentally Appropriate?** | |

**Review of the Activity:**

**Teacher Comments:**

|  |  |  |  |
| --- | --- | --- | --- |
| Was on Time | \_\_\_/1 | How was this activity DAP | \_\_\_/1 |
| Sample of Activity | \_\_\_/1 | Description of plan was clear | \_\_\_/1 |
| Objectives where appropriate and used State Standards | \_\_\_/1 | Listed 2 appropriate teaching strategies | \_\_\_/1 |
| Supplies Checked BEFORE day of activity | \_\_\_/1 | Reflection: How did it go? How could it have gone better? | \_\_\_/1 |
| Was prepared | \_\_\_/1 | Cleaned up activity completely | \_\_\_/1 |
| Cleaned up activity completely | \_\_\_/1 | **Total** | **\_\_\_/10** |

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| **Resource II-2 Language and Literacy** | |
| **Activity Name:** | **Age Group:** |
| **Objectives:** | |
| **ALL Materials Needed:** | |
| **Detailed Process and Teaching Strategies:** | |
| **How is this activity Developmentally Appropriate?** | |

**Review of the Activity:**

**Teacher Comments:**

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| --- | --- | --- | --- |
| Was on Time | \_\_\_/1 | How was this activity DAP | \_\_\_/1 |
| Sample of Activity | \_\_\_/1 | Description of plan was clear | \_\_\_/1 |
| Objectives where appropriate and used State Standards | \_\_\_/1 | Listed 2 appropriate teaching strategies | \_\_\_/1 |
| Supplies Checked BEFORE day of activity | \_\_\_/1 | Reflection: How did it go? How could it have gone better? | \_\_\_/1 |
| Was prepared | \_\_\_/1 | Cleaned up activity completely | \_\_\_/1 |
| Cleaned up activity completely | \_\_\_/1 | **Total** | **\_\_\_/10** |

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| **Resource II-3 Creative Art** | |
| **Activity Name:** | **Age Group:** |
| **Objectives:** | |
| **ALL Materials Needed:** | |
| **Detailed Process and Teaching Strategies:** | |
| **How is this activity Developmentally Appropriate?** | |

**Review of the Activity:**

**Teacher Comments:**

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| Was on Time | \_\_\_/1 | How was this activity DAP | \_\_\_/1 |
| Sample of Activity | \_\_\_/1 | Description of plan was clear | \_\_\_/1 |
| Objectives where appropriate and used State Standards | \_\_\_/1 | Listed 2 appropriate teaching strategies | \_\_\_/1 |
| Supplies Checked BEFORE day of activity | \_\_\_/1 | Reflection: How did it go? How could it have gone better? | \_\_\_/1 |
| Was prepared | \_\_\_/1 | Cleaned up activity completely | \_\_\_/1 |
| Cleaned up activity completely | \_\_\_/1 | **Total** | **\_\_\_/10** |

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| **Resource II-4 Fine Motor (Indoor Activity)** | |
| **Activity Name:** | **Age Group:** |
| **Objectives:** | |
| **ALL Materials Needed:** | |
| **Detailed Process and Teaching Strategies:** | |
| **How is this activity Developmentally Appropriate?** | |

**Review of the Activity:**

**Teacher Comments:**

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| --- | --- | --- | --- |
| Was on Time | \_\_\_/1 | How was this activity DAP | \_\_\_/1 |
| Sample of Activity | \_\_\_/1 | Description of plan was clear | \_\_\_/1 |
| Objectives where appropriate and used State Standards | \_\_\_/1 | Listed 2 appropriate teaching strategies | \_\_\_/1 |
| Supplies Checked BEFORE day of activity | \_\_\_/1 | Reflection: How did it go? How could it have gone better? | \_\_\_/1 |
| Was prepared | \_\_\_/1 | Cleaned up activity completely | \_\_\_/1 |
| Cleaned up activity completely | \_\_\_/1 | **Total** | **\_\_\_/10** |

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| **Resource II-5 Gross Motor (Outdoor Activity)** | |
| **Activity Name:** | **Age Group:** |
| **Objectives:** | |
| **ALL Materials Needed:** | |
| **Detailed Process and Teaching Strategies:** | |
| **How is this activity Developmentally Appropriate?** | |

**Review of the Activity:**

**Teacher Comments:**

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| --- | --- | --- | --- |
| Was on Time | \_\_\_/1 | How was this activity DAP | \_\_\_/1 |
| Sample of Activity | \_\_\_/1 | Description of plan was clear | \_\_\_/1 |
| Objectives where appropriate and used State Standards | \_\_\_/1 | Listed 2 appropriate teaching strategies | \_\_\_/1 |
| Supplies Checked BEFORE day of activity | \_\_\_/1 | Reflection: How did it go? How could it have gone better? | \_\_\_/1 |
| Was prepared | \_\_\_/1 | Cleaned up activity completely | \_\_\_/1 |
| Cleaned up activity completely | \_\_\_/1 | **Total** | **\_\_\_/10** |

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| **Resource II-6 Self-Concept** | |
| **Activity Name:** | **Age Group:** |
| **Objectives:** | |
| **ALL Materials Needed:** | |
| **Detailed Process and Teaching Strategies:** | |
| **How is this activity Developmentally Appropriate?** | |

**Review of the Activity:**

**Teacher Comments:**

|  |  |  |  |
| --- | --- | --- | --- |
| Was on Time | \_\_\_/1 | How was this activity DAP | \_\_\_/1 |
| Sample of Activity | \_\_\_/1 | Description of plan was clear | \_\_\_/1 |
| Objectives where appropriate and used State Standards | \_\_\_/1 | Listed 2 appropriate teaching strategies | \_\_\_/1 |
| Supplies Checked BEFORE day of activity | \_\_\_/1 | Reflection: How did it go? How could it have gone better? | \_\_\_/1 |
| Was prepared | \_\_\_/1 | Cleaned up activity completely | \_\_\_/1 |
| Cleaned up activity completely | \_\_\_/1 | **Total** | **\_\_\_/10** |

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| **Resource II-7 Emotional Skills/ Regulation** | |
| **Activity Name:** | **Age Group:** |
| **Objectives:** | |
| **ALL Materials Needed:** | |
| **Detailed Process and Teaching Strategies:** | |
| **How is this activity Developmentally Appropriate?** | |

**Review of the Activity:**

**Teacher Comments:**

|  |  |  |  |
| --- | --- | --- | --- |
| Was on Time | \_\_\_/1 | How was this activity DAP | \_\_\_/1 |
| Sample of Activity | \_\_\_/1 | Description of plan was clear | \_\_\_/1 |
| Objectives where appropriate and used State Standards | \_\_\_/1 | Listed 2 appropriate teaching strategies | \_\_\_/1 |
| Supplies Checked BEFORE day of activity | \_\_\_/1 | Reflection: How did it go? How could it have gone better? | \_\_\_/1 |
| Was prepared | \_\_\_/1 | Cleaned up activity completely | \_\_\_/1 |
| Cleaned up activity completely | \_\_\_/1 | **Total** | **\_\_\_/10** |

|  |  |
| --- | --- |
| **Resource II-8 Social Skills** | |
| **Activity Name:** | **Age Group:** |
| **Objectives:** | |
| **ALL Materials Needed:** | |
| **Detailed Process and Teaching Strategies:** | |
| **How is this activity Developmentally Appropriate?** | |

**Review of the Activity:**

**Teacher Comments:**

|  |  |  |  |
| --- | --- | --- | --- |
| Was on Time | \_\_\_/1 | How was this activity DAP | \_\_\_/1 |
| Sample of Activity | \_\_\_/1 | Description of plan was clear | \_\_\_/1 |
| Objectives where appropriate and used State Standards | \_\_\_/1 | Listed 2 appropriate teaching strategies | \_\_\_/1 |
| Supplies Checked BEFORE day of activity | \_\_\_/1 | Reflection: How did it go? How could it have gone better? | \_\_\_/1 |
| Was prepared | \_\_\_/1 | Cleaned up activity completely | \_\_\_/1 |
| Cleaned up activity completely | \_\_\_/1 | **Total** | **\_\_\_/10** |

|  |  |
| --- | --- |
| **Resource II-9 Mathmatics** | |
| **Activity Name:** | **Age Group:** |
| **Objectives:** | |
| **ALL Materials Needed:** | |
| **Detailed Process and Teaching Strategies:** | |
| **How is this activity Developmentally Appropriate?** | |

**Review of the Activity:**

**Teacher Comments:**

|  |  |  |  |
| --- | --- | --- | --- |
| Was on Time | \_\_\_/1 | How was this activity DAP | \_\_\_/1 |
| Sample of Activity | \_\_\_/1 | Description of plan was clear | \_\_\_/1 |
| Objectives where appropriate and used State Standards | \_\_\_/1 | Listed 2 appropriate teaching strategies | \_\_\_/1 |
| Supplies Checked BEFORE day of activity | \_\_\_/1 | Reflection: How did it go? How could it have gone better? | \_\_\_/1 |
| Was prepared | \_\_\_/1 | Cleaned up activity completely | \_\_\_/1 |
| Cleaned up activity completely | \_\_\_/1 | **Total** | **\_\_\_/10** |

|  |  |
| --- | --- |
| **Resource II-10 Music and Movement** | |
| **Activity Name:** | **Age Group:** |
| **Objectives:** | |
| **ALL Materials Needed:** | |
| **Detailed Process and Teaching Strategies:** | |
| **How is this activity Developmentally Appropriate?** | |

**Review of the Activity:**

**Teacher Comments:**

|  |  |  |  |
| --- | --- | --- | --- |
| Was on Time | \_\_\_/1 | How was this activity DAP | \_\_\_/1 |
| Sample of Activity | \_\_\_/1 | Description of plan was clear | \_\_\_/1 |
| Objectives where appropriate and used State Standards | \_\_\_/1 | Listed 2 appropriate teaching strategies | \_\_\_/1 |
| Supplies Checked BEFORE day of activity | \_\_\_/1 | Reflection: How did it go? How could it have gone better? | \_\_\_/1 |
| Was prepared | \_\_\_/1 | Cleaned up activity completely | \_\_\_/1 |
| Cleaned up activity completely | \_\_\_/1 | **Total** | **\_\_\_/10** |

1. **Competency Statement III & Resource Collection III**

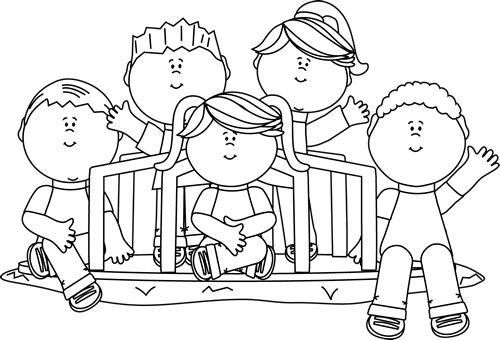
|  |  |  |
| --- | --- | --- |
| **Competency Statement III** | **Functional Areas** | **Definitions** |
| **To support social and emotional development and**  **to provide positive guidance** | **8. Self**  **9. Social**  **10. Guidance** | **8. Candidate develops a warm, positive, supportive, and responsive 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.** |

* **CP 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.**

* **CP 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?**



**CS III**

* **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 and 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.**

NOTE

**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.*

NOTE

***SAMPLE FORMATS FOR BOOK BIBLIOGRAPHIES***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Book title and optional picture | Author and Illustrator | Publisher and Copy right date | Summary | Topic |
| http://images.betterworldbooks.com/006/Leo-the-Late-Bloomer-9780064433488.jpg | 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. |

**RC III. Developmentally Appropriate Books**

|  |
| --- |
| **1.Title of the Book \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Author \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Publisher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Copyright date \_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Short Summary of the age-appropriate children’s book:**        What area, topic, or challenges of a child’s life or challenges does this book support and explain how: |
| **2.Title of the Book \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Author \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Publisher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Copyright date \_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Short Summary of the age-appropriate children’s book:**        What area, topic, or challenges of a child’s life or challenges does this book support and explain how: |
| **3.Title of the Book \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Author \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Publisher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Copyright date \_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Short Summary of the age-appropriate children’s book:**        What area, topic, or challenges of a child’s life or challenges does this book support and explain how: |
| **4.Title of the Book \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Author \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Publisher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Copyright date \_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Short Summary of the age-appropriate children’s book:**        What area, topic, or challenges of a child’s life or challenges does this book support and explain how: |
| **5.Title of the Book \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Author \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Publisher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Copyright date \_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Short Summary of the age-appropriate children’s book:**        What area, topic, or challenges of a child’s life or challenges does this book support and explain how: |
| **6.Title of the Book \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Author \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Publisher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Copyright date \_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Short Summary of the age-appropriate children’s book:**        What area, topic, or challenges of a child’s life or challenges does this book support and explain how: |

|  |
| --- |
| **7.Title of the Book \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Author \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Publisher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Copyright date \_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Short Summary of the age-appropriate children’s book:**        What area, topic, or challenges of a child’s life or challenges does this book support and explain how: |
| **8.Title of the Book \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Author \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Publisher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Copyright date \_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Short Summary of the age-appropriate children’s book:**        What area, topic, or challenges of a child’s life or challenges does this book support and explain how: |
| **9.Title of the Book \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Author \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Publisher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Copyright date \_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Short Summary of the age-appropriate children’s book:**        What area, topic, or challenges of a child’s life or challenges does this book support and explain how: |

|  |
| --- |
| **10.Title of the Book \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Author \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Publisher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Copyright date \_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Short Summary of the age-appropriate children’s book:**        What area, topic, or challenges of a child’s life or challenges does this book support and explain how: |

**Competency Standard III: To Support social and emotional development and to provide positive guidance.**

|  |  |  |
| --- | --- | --- |
| **CDA Competency Standard I** | **Functional Areas** | **Definitions** |
| III. To support social and emotional development and provide positive guidance. | **8. Self**  **9. Social**  **10. Guidance** | 1. Candidate develops a warm, positive, supportive, and responsible relationship with each child, and helps each child learn about and take pride in their own individual and cultural identity.  2. Candidate helps each child function effectively in the group, learn to express feelings, acquire social skills, and make friends, and promote mutual respect among children and adults.  3. 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** | | |

**Working with Children- Behavior Guidance**

Use the Working with Children book, Pages 199-243 for answers

**Chapter 13 (199-218)**

**Define the following:**

|  |  |
| --- | --- |
| 1. Guidance |  |
| 1. Time out |  |
| 1. I-messages |  |
| 1. Prompting |  |
| 1. Redirecting |  |
| 1. Modeling |  |
| 1. Active Listening |  |
| 1. Natural Consequences |  |
| 1. Logical/artificial consequences |  |
| 1. Direct Guidance |  |
| 1. Indirect guidance |  |
| 1. Positive reinforcement |  |

1. Why do children of permissive teachers often exhibit aggressive and attention-seeking behavior?
2. Describe one of the general guidelines you should follow for effective guidance to occur.

**Chapter 14(219-233)**

**Terms to define: (Find the secret Message)**

2

1

O \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ d: Child becomes over excited about something. Larger the group, the more likely this is to happen.

3

4

\_ \_ \_ \_ \_ r \_ \_ \_ \_ n: When a Child feels defeated or discouraged. Causes tension in a child.

5

S \_ \_ \_ \_ \_: Bodies reaction to physical or emotional danger signals.

***Secret Message****:*

*\_ \_ \_ \_ \_ guidance is when you know how to balance both the active and passive activities to meet the needs of your children.*

1--2--3--4--5

1. Name 4 events that can cause tension in a child
2. True/False? Usually the larger the group of children, the grater the likelihood that overstimulation will occur.
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Let children know what to expect and when to expect it.
4. True/False Noise affects all children in the same way
5. Name 2 ways to cut down on wait time.
6. True/False Exploration of the body is a natural stage in development.

**Chapter 15(235-243)**

1. Explain the importance of having limits in a Child Care center
2. List 3 reasons for establishing classroom limits



1. Name 3 guidelines for setting limits for children







1. Why is it important that limits be enforced consistently?
2. Why should children be expected to wipe up any spills they make in various areas of the classroom.

**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 your children’s POSITIVE behaviors. How is your professional philosophy similar or different from how you were guided as a child? How do your constructively deal with young children’s challenging behaviors.

|  |
| --- |
|  |

1. **Competency Statement IV & Resource Collection IV**

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

* **CP 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?**

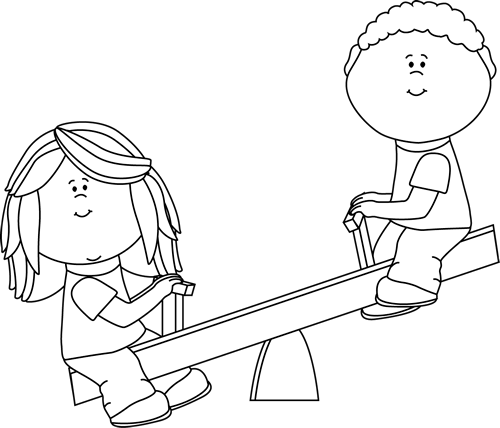
* **CP IV-b Awareness of Child’s Home Life**

**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?**

* **CP 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.**

***(THIS WILL NOT BE DONE UNTIL THE END OF THE CDA PROGRAM)***



**CS IV**

* **RC IV - Create a *Family Resources Guide* that you might choose to share with the families you serve. The guide should include helpful working information you think they might need. At a minimum, you must include the following required items. Add any other items that children within your care might also need.**
  + [**www.careaboutchildcare.utah.gov**](http://www.careaboutchildcare.utah.gov)
  + [**http://health.utah.gov/licensing/centerinterpretation.htm**](http://health.utah.gov/licensing/centerinterpretation.htm)
* **RC IV-1 Family Counseling**

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

* **RC 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**
* **RC IV-3 Children with disabilities (two contacts)**

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**

Provide a list of **3** 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. Print and include one current article from each website that helps families understand the development and learning of 3-5 year olds. At least one article must relate to child guidance.

**☑ Development and learning source #1\_\_\_\_\_ ☑ Development and learning source #2\_\_\_\_\_**

**☑ Child guidance source\_\_\_\_\_\_\_\_\_**

**RC IV Family Resources Guide**

Create a **Family Resource Guide** that you might choose to chare with the families that you serve. The guide should include helpful working information you think they might need. At a minimum, you must include the following items. Add any other items that children within your care might also need. (See the above page for more ideas)

* **Resource IV-1 Family Counseling**

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

|  |
| --- |
|  |

* **Resource IV-2 Translation Services**

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

|  |
| --- |
| **Translation services 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, blog, email, 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.)

|  |  |
| --- | --- |
|  |  |

* **Resource IV-4 Child Development Resources**

Provide a list of 3 or more websites, a brief description 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 behind this page.

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:**  **Topic:**  **Description:** |
| **Source #1:**  **Topic:**  **Description:** |
| **Source #1:**  **Topic:**  **Description:** |
| **Source #1:**  **Topic:**  **Description:** |

**Print off the THREE Resource IV-4 articles and place them BEHIND the next page. RC IV**

**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.** |
| **I will** | | |

**CD 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?

|  |
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**CD 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?

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**CD 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.

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**Competency Statement V & Resource Collection V**

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| **Competency Statement 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.** |
| **I will** | | |

* **CP 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 V Record Keeping Forms**

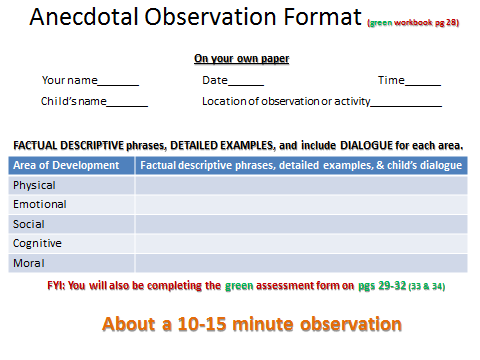
Provide three samples of recordkeeping forms that you use or have used. Include an accident report, emergency form, and a completed tool or form that you have used to observe for and document a child’s developmental / learning progress**.**

**Place the THREE RC V record keeping forms and all center observations behind this page.**

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| * **\_\_\_\_\_\_ Accident Report** * **\_\_\_\_\_\_ Emergency Form** * **\_\_\_\_\_\_ Blank observation tool/form** * **\_\_\_\_\_\_ Completed Observation Form without the child’s name on it.** |

**RC V**

* + 1. **Print off the THREE RC IV-4 articles and place them BEHIND this page.**
    2. **Place the THREE RC V record keeping forms and all center observations behind this page.**

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**See p. 48-49for sample anecdotal observations**

**RC IV and V**

**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.

1. **Setting up the observation (see page 18)**

The Anecdote is written on your own paper, be sure to **i**nclude **your name** and **period**, the

**name** and **age of child,** the **date**, the **time**, and **location** or **activity** being observed.

1. **Recording the** **facts (5 areas of development as show on page 18)**:

***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:

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| **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. |

1. ***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’ 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.

* 1. ***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.
  2. ***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.

1. ***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.

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| **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.**

**Read through each skill. Perform a professional observation on the child and identify the skill level 0-3.**

|  |  |  |  |
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| **0 –This skill has not been develop, worked on yet, or was not seen.** | **1 – Skill was done with help and support.** | **2 – Improving on this skill, but still needs some help.** | **3 – Skill is seen consistently and done independently.** |

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| **Skill** | **Skill level 0 to 3**  **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 3**  **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 |  | |  |
| Know 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 3**  **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, grandma, 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 3**  **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 with minimal assistance after using the bathroom and before meals. | |  |  |
| Can use the toilet | |  |  |
| Can feed themselves | |  |  |
| Can clean up after themselves | |  |  |

**CS V a Observation Tool (from RC V)**

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

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**Importance of Observation and Documentation**

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

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**Accurate Observations**

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

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1. **Competency Statement VI & Resource Collection VI**

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| **Competency Statement 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.** |
| **I will** | | |

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

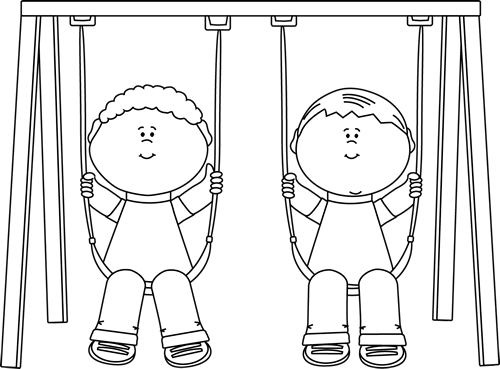
**Reflect on why you choose to become an early childhood professional or have spent time taking classes on and learning about children. Why will you be an advocate for children?**

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

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

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**CP & CS VI**

* **RC VI-1a Child care regulating** [**http://health.utah.gov/licensing/**](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**](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).
* **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.
* **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.**

**☑ Childhood association #1** **\_\_\_\_\_**

**☑ Childhood association #2** **\_\_\_\_\_**

* **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.

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* **Explain Mandatory Reporting Guidelines**

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

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**RC VI-1 Child Care Regulations**

Provide the contact information (agency name, website, email, 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: (<https://nrckids.org/STATES/states.htm> ).

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* + **Qualification Requirements for Personnel**

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

* + **Ratio Requirements**

Print off information that states the group size and adult-to-child ratio requirements. Print these off and place behind this page.

**RC VI-2 Early Childhood Associations**

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

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| Early Childhood Association #1- include the website address, and describe the professional resources and membership opportunities they each offer. |
| Early Childhood Association #2- include the website address, and describe the professional resources and membership opportunities they each offer. |
| Early Childhood Association #3- include the website address, and describe the professional resources and membership opportunities they each offer. |

**CS VI a Early Childhood Professional**

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

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**CS VI a Early Childhood Professional**

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

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TEACHER2

I. Professional Philosophy Statement

**Your goal is to summarize your professional beliefs and values about early childhood education, child care, and developing children in no more than 2 pages in length.**

**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 and 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.**

**\*\*\*Place this Professional Philosophy Statement as your very last page of the completed CDA portfolio book.**

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 gages.

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B_KAYLIEPlace the resources for

RC VI behind this page.