



What Students are saying about the CDA Training

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



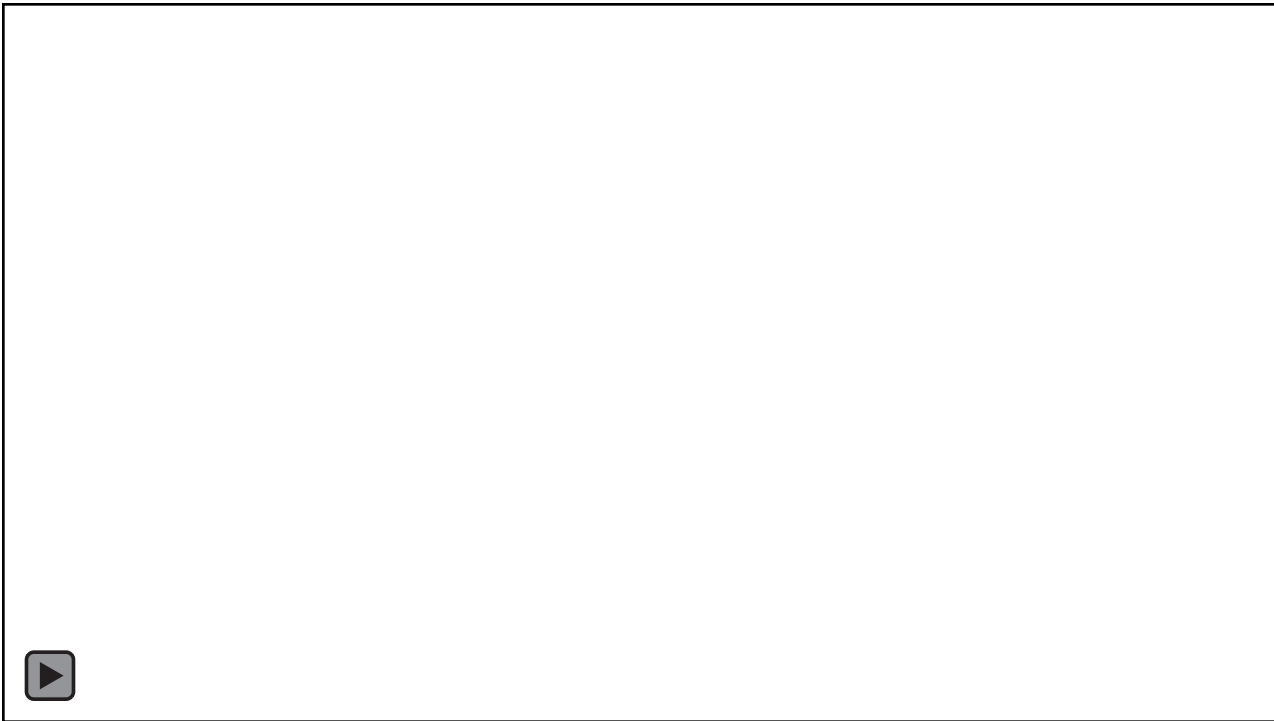
GETTING THE CDA PRT 2

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



<https://www.youtube.com/watch?v=ZKp3w4-9zP4>

- **Earning a CDA Credential makes me a better teacher**





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

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

First Step is to purchase this book

- <http://store.cdacouncil.org/cda/applicationpackets.aspx>

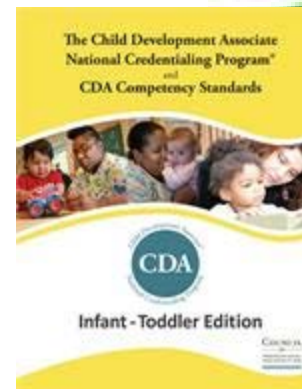
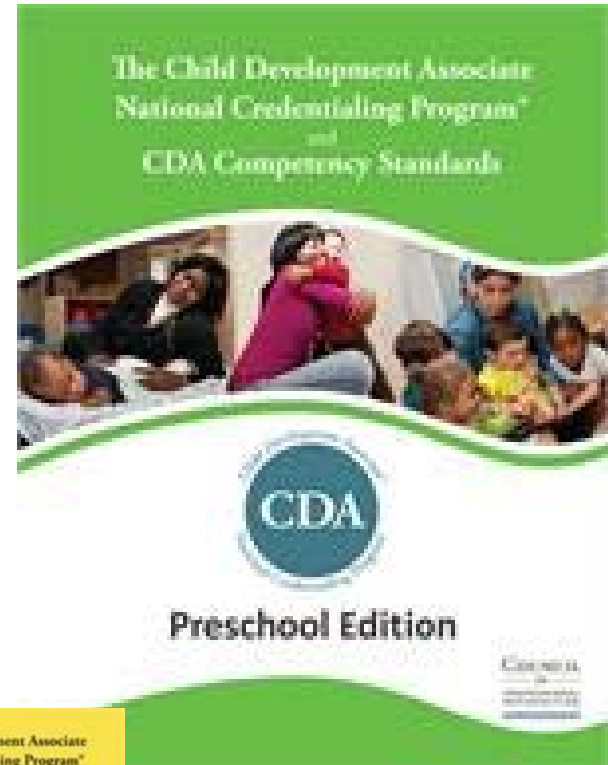
Preschool CDA Competency Standards Book

Infant-Toddler CDA

Price: \$25.00

These book gives Candidates working with Preschoolers, ages 3-5, everything they will need to prepare and apply for the CDA Credential.

Start saving your \$\$\$\$ for the CDA
\$425.00 license.



CDA CANDIDATES for May of school year _____

[illegible]

Candidate Checklist

Please use this handy checklist to keep track of your accomplishments as you move through the CDA credentialing process:

Candidate Name: _____

1 Prepare

Any time before I apply (p. 8):

- ☐ Completed 120 hours of professional education covering the eight CDA Subject Areas

Within 3 years of submitting application (p. 10):

- ☐ Worked 480 hours with children ages 3-5 years old

Within 6 months of submitting application (pp. 10-17):

- ☐ Prepared my Professional Portfolio:
 - ☐ Completed the My CDA Professional Portfolio cover sheet
 - ☐ Completed the Summary of My CDA Education cover sheet and assembled my training transcripts, certificates and or letters
 - ☐ Distributed and collected Family Questionnaires, completed Family Questionnaires Summary sheet
 - ☐ Reflected on the feedback I received from the Family Questionnaires and wrote my Areas of Strength and Areas for Professional Growth in boxes A and B on the Reflective Dialogue worksheet
 - ☐ Wrote Six Reflective Statements of Competence
 - ☐ Gathered all of the items for my Resource Collection
 - ☐ Wrote my Professional Philosophy Statement

2 Apply

- ☐ Selected my Professional Development (PD) Specialist and confirmed availability with her/him (p. 18):
Name: _____ Phone: _____
Email: _____ PD Specialist ID # _____
- ☐ Had my center/program director complete the Director's Permission Statement as part of my application
- ☐ Submitted my application and paid the assessment fee (Remember: submitting online is faster!)
- ☐ Received my Ready to Schedule notification from the Council

3 Demonstrate

- ☐ Scheduled my Verification Visit for (p. 22): date _____ time _____
- ☐ Brought my Professional Portfolio and this Competency Standards book to my Verification Visit
- ☐ Scheduled my CDA Exam for (p. 25): date _____ time _____
Address of the Pearson VUE testing center: _____

4 Earn 5 Renew

- ☐ I celebrated when I earned my Child Development Associate Credential™!
- ☐ I must remember to renew my CDA Credential before _____ (three years from date listed on my Credential)



CDA Subject Area (CDA pg 8 and 38)	PATHWAY COURSE HOURS					VERIFY Total hrs
1. Planning a safe, healthy learning environment	CD 4.91	1A 5.3	1B 4.75	2 2 p/ sem	Intern &/or the paid center Job	up to 16 hrs
2. Advancing children's physical and intellectual development	CD 4.50	1A 12	1B 2	2 2 p/ sem	Intern &/or the paid center Job	up to 20 hrs
3. Supporting children's Social & Emotional development ←	CD 10.16	1A 1.75	1B .50	2 2 p/ sem	Intern &/or the paid center Job	up to 14 hrs
4. Building productive relationships with Families	CD 3.13	1A 2	1B .50	2 2 p/ sem	Intern &/or the paid center Job	up to 7 hrs
5. Managing an effective program	CD 2.5	1A 11.5	1B 6.66	2 2 p/ sem	Intern &/or the paid center Job 20	up to 42 hrs
6. Maintaining a commitment to Professionalism	CD 2.5	1A 4.08	1B 4.16	2 2 p/ sem	Intern &/or the paid center Job 20	up to 32 hrs
7. Observing and recording children's behavior	CD 1.41	1A 7.25	1B 3.6	2 3 p/ sem	Intern &/or the paid center Job	up to 16 hrs
8. Understanding principles of child development	CD 6.66	1A 2.83	1B 3.5	2 2 p/ sem	Intern &/or the paid center Job	up to 16 hrs
<u>TOTAL possible Education hours</u>	CD 35.77	1A 46.71	1B 25.67	2 17 p/ sem Total # sem__	Intern &/or the paid center Job 2 job 42 intern	169 hrs or more
<u>TOTAL possible Lab Experience Hours</u>	CD 2.66	1A 33	1B 37.50	2 66 p/ sem Total # sem__	Intern &/or the paid center Job 520.41 job 132 intern	791 hrs or more

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

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

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

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

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

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

Instructor Verification Signature _____ Date _____



MY CDA Professional Portfolio

Candidate Name _____

Candidate ID Number _____

Use the following checklist to organize your Professional Portfolio in the order listed below. You may check off each item in the last column as it is completed. Use this "My CDA Professional Portfolio" sheet as the cover sheet inside your Portfolio. Please see pp. 10-17 for a detailed explanation.

TAB	REQUIRED PORTFOLIO ITEM		✓
	"My CDA Professional Portfolio" cover sheet (this document)		
A	"Summary of My CDA Education" cover sheet followed by all relevant training transcripts, certificates and official documentation		
B	"Family Questionnaires" cover sheet followed by all completed, returned Family Questionnaires		
C	Reflective Competency Statement I	CS I, including paragraphs CS I a, CS I b, CS I c	
	CS I Resource Collection Items	RC I-1, RC I-2, RC I-3	
D	Reflective Competency Statement II	CS II, including paragraphs CS II a, CS II b, CS II c, CS II d	
	CS II Resource Collection	RC II-1 through RC II-9	
E	Reflective Competency Statement III	CS III, including paragraphs CS III a, CS III b	
	CS III Resource Collection Item	RC III	
F	Reflective Competency Statement IV	CS IV, including paragraphs CS IV a, CS IV b, CS IV c	
	CS IV Resource Collection Items	RC IV-1 through RC IV-4	
G	Reflective Competency Statement V	CS V, including paragraph CS V a	
	CS V Resource Collection Item	RC V	
H	Reflective Competency Statement VI	CS VI, including paragraphs CS VI a, CS VI b	
	CS VI Resource Collection Items	RC VI-1, RC VI-2, RC VI-3	
I	Professional Philosophy Statement		

I attest that the following Professional Portfolio includes Resource Collection items that I gathered, myself, as well as original Statements written by me that reflect my work with the children and families in my care.

Candidate Signature _____

Date _____



Summary of My CDA Education

Candidate Name

Note to Candidate: Please use this summary document as the cover sheet to your "education documentation"; the collection of transcripts, letters, certificates, etc. that you will place in your Professional Portfolio to document how you met the educational requirements for the CDA Credential. At your Verification Visit, your CDA Professional Development Specialist will review this sheet to ensure that it accurately reflects your education documentation that follows. Please see p. 9 for a detailed explanation of acceptable professional education.

Statements of CDA Education Completion:

I attest to completing the required 10 hours of education in each of the following CDA Subject Areas.

CDA Subject Areas	Please initial below
1. Planning a safe, healthy learning environment	
2. Advancing children's physical and intellectual development	
3. Supporting children's social and emotional development	
4. Building productive relationships with families	
5. Managing an effective program	
6. Maintaining a commitment to professionalism	
7. Observing and recording children's behavior	
8. Understanding principles of child development and learning	

I attest to the accuracy of the above Statements of Completion: that I completed at least 10 clock hours of professional education in each of the 8 CDA Subject Areas. I also attest that I have met or exceeded 120 total clock hours of CDA-related professional education.

Candidate Signature

Date



Family Questionnaires Summary Sheet

Candidate Name

Candidate ID Number

Once you have distributed and collected your Family Questionnaires, place them behind Tab B in your Professional Portfolio. Complete this Summary Sheet and put it in front of the completed questionnaires.

1. I distributed _____ Family Questionnaires.
2. I collected _____ Family Questionnaires and placed them behind this Summary sheet.
Therefore, I collected the "majority" (more than half) of the Questionnaires I distributed.
3. I have looked for patterns or trends of feedback from these Questionnaires. Upon reflection, I think some of the families see the following as my greatest professional strength(s) and area(s) for professional growth:

Area(s) of Strength (list at least one)

Area(s) for Professional Growth (list at least one)

4. I have taken the areas of strength and growth that I wrote, above, and entered them into Boxes A and B in my Reflective Dialogue Worksheet at the end of this book.

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

AWARDED TO

Awarded this _____ day of _____, 20_____

Education hours completed: _____

Experience hours completed: _____

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



Signature of Instructor

Date

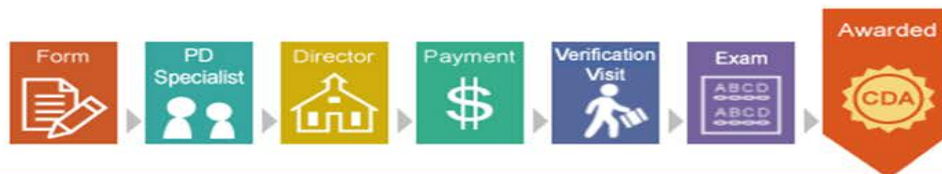
****Attach your high school transcripts**

Welcome **Hannah Rebecca Pope**
YOUR NAME HERE

ID Number: 855429661

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

Your Progress

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

Your Messages

New (1)

All Viewed Messages (4)

[Send a Message](#) ►

Application

Sent By: YourCDA

Date: 04/22/2015 — 08:30 AM

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

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

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

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

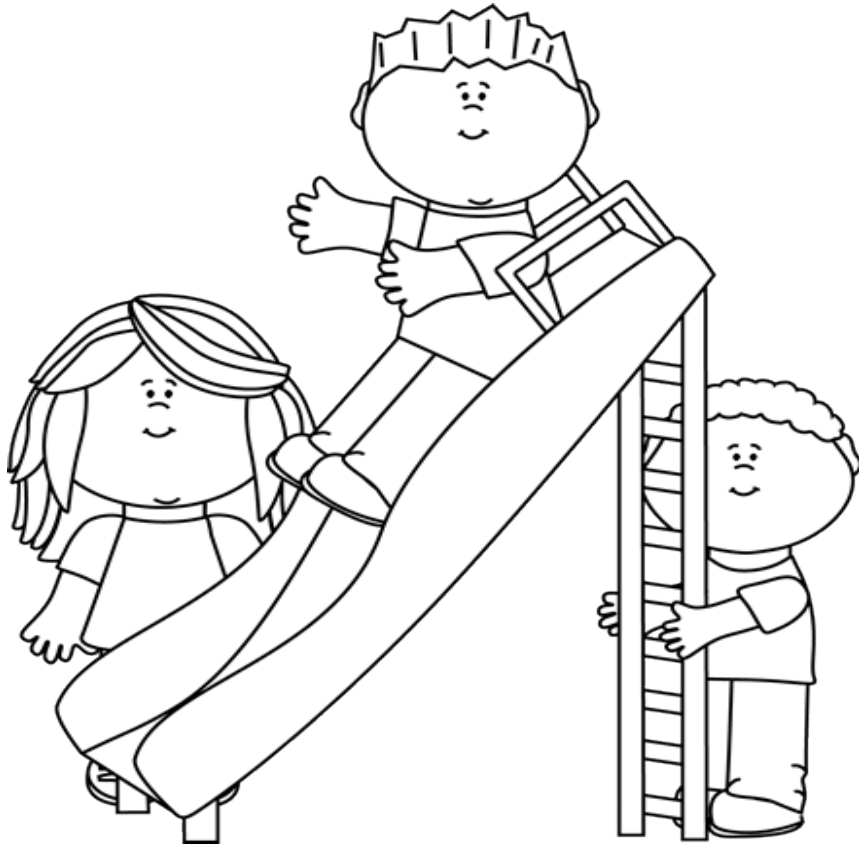
Sincerely,

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

[I have viewed this message](#)

Precision Exam Industry Reporting

- Report FACS Industry Tests CDA Results for CTE Funding.
- **All Industry Test Results – CDA Tests** must be entered into the Utah Career and Technical Education test administration site at:
<http://www.precisionexams.com/usoe/welcome/>.
- Greg Richens has requested that all test results must be mailed to USOE before June 30. (If it arrives on June 30th, your district will not be funded this year for the tests submitted).
- Please follow the directions for inputting industry test located in the CTE Training Tab at: <http://www.precisionexams.com/usoe/welcome/training.php>
- Official verification of results must also be submitted for each student tested in addition to entering the data into the Utah Career and Technical Education administration site (examples of official verification include a copy of actual test scores, license, certificate, etc.)
- Please print a copy of the “State Skill Certificate Industry Test Report” from the Precision Exams website for each industry test and include them as a cover sheet to each of your official verification documents so we can match the results with the student verification data.



My ECE and CDA Training Portfolio

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

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

2015

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

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

Step 1: Prepare

Any Time Before You Apply

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

Within Three Years of Submitting Application

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

Within Six Months of Submitting the Application

- Family Questionnaires
- Professional Portfolio (see next page)

Step 2: Apply

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

Step 4: Earn

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

Step 3: Demonstrate

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

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

Step 5: Renew

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

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

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

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

Name _____

CDA Subject Area (CDA pg 8 and 38)	PATHWAY COURSE HOURS					VERIFY Total hrs
1. Planning a safe, healthy learning environment	CD	1A	1B	2/C	Intern &/or the paid center Job	up to 16 hrs
	4.91	5.3	4.75	2 p/ sem		
2. Advancing children’s physical and intellectual development	CD	1A	1B	2/C	Intern &/or the paid center Job	up to 20 hrs
	4.50	12	2	2 p/ sem		
3. Supporting children’s Social & Emotional development	CD	1A	1B	2/C	Intern &/or the paid center Job	up to 14 hrs
	10.16	1.75	.50	2 p/ sem		
4. Building productive relationships with Families	CD	1A	1B	2/C	Intern &/or the paid center Job	up to 7 hrs
	3.13	2	.50	2 p/ sem		
5. Managing an effective program	CD	1A	1B	2/C	Intern &/or the paid center Job	up to 42 hrs
	2.5	11.5	6.66	2 p/ sem	20	
6. Maintaining a commitment to Professionalism	CD	1A	1B	2/C	Intern &/or the paid center Job	up to 32 hrs
	2.5	4.08	4.16	2 p/ sem	20	
7. Observing and recording children’s behavior	CD	1A	1B	2/C	Intern &/or the paid center Job	up to 16 hrs
	1.41	7.25	3.6	2 p/ sem		
8. Understanding principles of child development	CD	1A	1B	2/C	Intern &/or the paid center Job	up to 16 hrs
	6.66	2.83	3.5	2 p/ sem		
TOTAL possible Education hours	CD	1A	1B	2/C	Intern &/or the paid center Job	169 hrs or more
	35.77	46.71	25.67	16 p/ sem Total # sem__	2 job 42 intern	
TOTAL possible Lab Experience Hours	CD	1A	1B	2/C	Intern &/or the paid center Job	Pathway completers = 140 – 793 hrs
	3	33	38	66 p/ sem Total # sem__	521 job 132 intern	

Instructor Verification Signature _____ Date _____

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

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

Name: _____

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

Instructor Verification Signature _____ Date _____

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



ECE CDA Training Portfolio Guide

Writing a Statement of Competence (SC)

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

•**WHY** section:

- **Introduce** or **briefly restate**, in your own words, the Competency Statement.
- **Describe why** you think the competence is **important** for you as a caregiver, to the children, to the families of the children, to other employees, and to the center or school.

•**HOW** section:

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

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

Statement of Competence (SC III) *Sample:*

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

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

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

Social: I will help each child function effectively in the group, learn to express feelings, acquire social skills, and make friends, and promotes mutual respect among children and adults.

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

Guidance: I will provide a supportive environment and uses effective strategies to promote children's self-regulation and support acceptable behaviors, and effectively intervenes for children with persistent challenging behaviors. The room environment, space, and materials will provide ample opportunities for appropriate playing and choices. **I will verbally and non-verbally sincerely acknowledge when a child is exhibiting appropriate behaviors. I will stick to routine and schedules so children know what to expect. I will model appropriate and expected social skills. I will help children use their words rather than emotions. (320 words)**

Resource Collection (RC)

Read the assignment instructions and collect or create the given resource materials.

Resource Paragraph (RP)

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

Name: _____

Period: _____

Due: _____

Unit #1 Guide

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

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

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

YOUR LESSON PLANNING GUIDELINE QUESTIONS:

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

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

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

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

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

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

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

CDA Track

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

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

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

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

14. Child Observations #1 anecdotal AND #6 assessment form (pg 29-32) _____ (separate points)

- On your own paper, complete **An Anecdotal Observation** (pg 26-28) and work on the **Assessment Form** (pg 29-32).

- **This unit ONLY, turn in just the anecdotal** observation for proof reading and approval.
- The assessment form will be ongoing and worked on during each observation.

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

_____ 0 2 (initials)

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

16. End Result _____ / 6

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

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

B. Statement of Competence I & Resource Collection I

Statement of Competence I	Functional Areas	Definitions
To establish and maintain a safe, healthy learning environment	<ol style="list-style-type: none"> 1. Safe 2. Healthy 3. Learning Environment 	<ol style="list-style-type: none"> 1. Candidate provides a safe environment and teaches children safe practices to prevent and reduce injuries. 2. Candidate provides an environment that promotes health and prevents illness, and teaches children about good nutrition and practices that promote wellness. 3. Candidate organizes and uses relationships, the physical space, materials, daily schedule, and routines to create a secure, interesting, and enjoyable environment that promotes engagement, play, exploration, and learning of all children including children with disabilities and special needs.

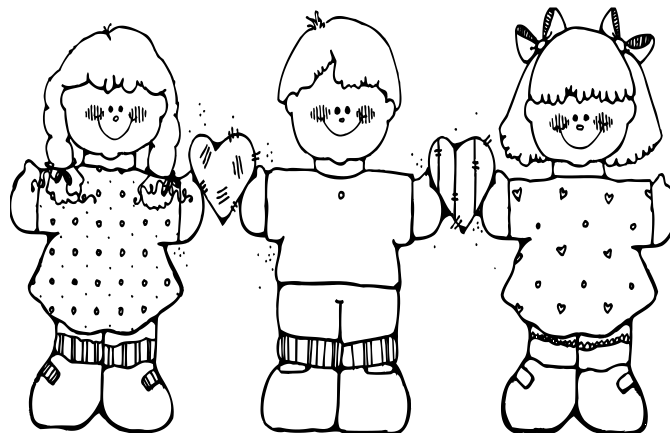
• RC I-1 CPR and First Aid Training



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

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

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



RC I-2 Weekly menu

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

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

RC I-2

• RC I-3 Weekly Lesson Plans

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

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

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

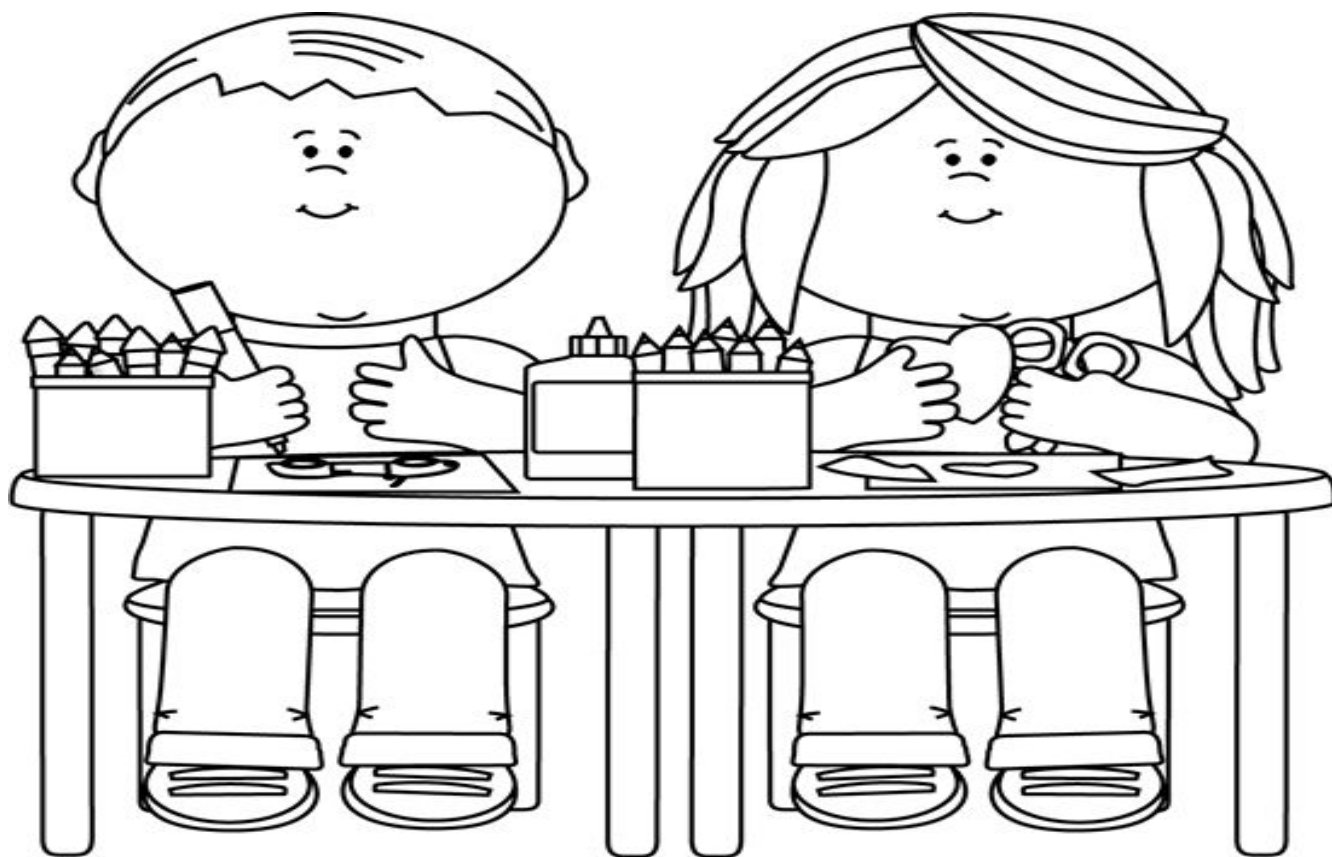
Reflect on the sample menu you wrote in Resource Collection (RC) I-2. How does it reflect your commitment to children's nutritional needs? What are its strengths and what would you change?

- **RP I-b Room Environment**

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

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

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



RP I

Name: _____

Period: _____

Due: _____

Unit #2 Guide

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

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

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

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

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

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



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

8. **End Result** _____ / 6

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

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

C. Statement of Competence II & Resource Collection II

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

RC II. Nine Learning Experiences

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

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



Basic Written *Example*: Math Lesson

March 27th Toddler lesson on Outer Space. Activity called Numbering the Stars. Placed the number of stars around the moon with a number on it - 5 stars around the moon with a #5.

CS II RC II

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

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

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

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

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

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

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

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

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

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

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

RP II

Name: _____

Period: _____

Due: _____

Unit #3 Guide

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

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

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

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

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

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

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

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

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

8. **End Result** _____ / 6

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

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

ECE Track

D. Statement of Competence III & Resource Collection III

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

• RC III. Ten Book Bibliography



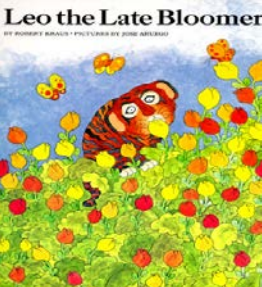
- Provide information for **10** (ECE track do 5) developmentally age-appropriate children's books that you have used with young children.
- Each book summary will include: the book title, author, the copyright and publication date, a short summary, and an identification of how the book supports an area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



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

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

SAMPLE FORMAT FOR BOOK BIBLIOGRAPHY

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

SC III RC III

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

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

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

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



RP III

Name: _____

Period: _____

Due: _____

Unit #4 Guide

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

11. End Result _____ / 6

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

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

ECE Track

CDA Track needs
a completed
observation

ECE Track

E. Statement of Competence IV & Resource Collection IV

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

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

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

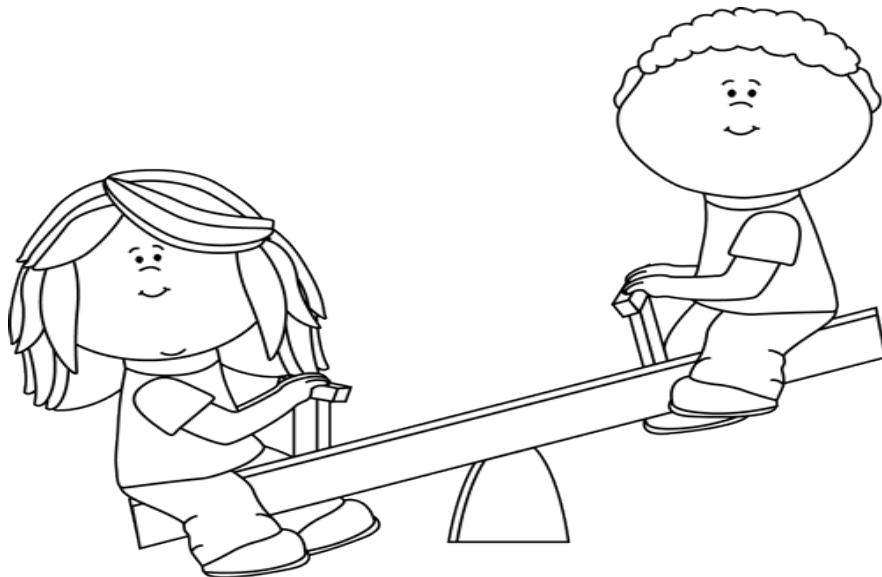
- **RP IV-b Awareness of Child's Home Life**

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

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

RP IV-c Family Questionnaire Feedback

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



SC IV and RP IV

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

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

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

- ☑ **RC IV-1 Family Counseling**

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

- ☑ **RC IV-2 Translation Services** (ECE track choose one service)

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

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

☑ **Service for American Sign Language translation**

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

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

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

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

☑ Develop and learn source #1_____

☑ Develop and learn source #2_____

☑ Child guidance source_____

RC IV


Statement of Competence V & Resource Collection V


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

• RC V Record Keeping Forms

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

- ✓ _____ **Accident Report**
- ✓ _____ **Emergency Form**
- ✓ _____ **Blank observation tool/form**
- ✓ _____ **Completed Observation Form without the child's name on it** that you have used to observe and document a child's developmental / learning progress.





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

• RP V-a Observation Tools

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

RC & RP V

➡ Anecdotal Observation Format (green workbook pg 28)

On your own paper

Your name _____

Date _____

Time _____

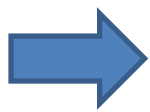
Child's name _____

Location of observation or activity _____

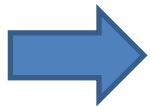
FACTUAL DESCRIPTIVE phrases, **DETAILED EXAMPLES**, and include **DIALOGUE** for each area.

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

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



About a 10-15 minute observation



See pages 27 and 28 for sample anecdotal observations



ANECDOTAL RECORD OBSERVATIONS

Anecdotal Observation Defined

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

A. Setting up the observation (see page 26)

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

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

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

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

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

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

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

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

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

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

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

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

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

3. PAY ATTENTION TO GRAMMAR AND PUNCTUATION:

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

PROFESSIONAL ANECDOTE EXAMPLES

Dominic- age 5-during his kindergarten year

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

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

Marcus- age 4 ½

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

Interpretation: Marcus is able to make a joke.

Malia- age 2

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

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

Andy- age 3

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

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

Reggie-age 5-during his kindergarten year

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

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

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

Maddie-age 3

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

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

Rylie-age 3

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

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

Colin- age 4

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

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

Olivia- age 4 ½

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

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

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

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

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

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

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

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

Observation #6 Assessment Form for Preschoolers age 2-5

Child's name _____ Age _____

School Quarter _____ month _____ to month _____ Year _____

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

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

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

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

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

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

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

Name: _____

Period: _____

Due: _____

Unit #5 Guide

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

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

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

- Health and Wellness (pg 19-23) _____

Utah Government licensing

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

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

State Test Review Sheet

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

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

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

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

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

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

a. **Teach the lesson**

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

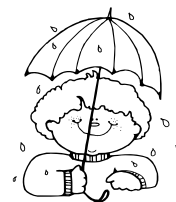
b. **Lesson Evaluation done by your observer and also done by you**

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

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

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

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



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

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

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

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

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

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

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

8. Professional Philosophy Statement _____

* No more than 2 pages in length.

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

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

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

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

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

11. End Result _____ / 6

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

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

ECE Track

CDA Track &
ECE extra credit

F. Statement of Competence VI & Resource Collection VI

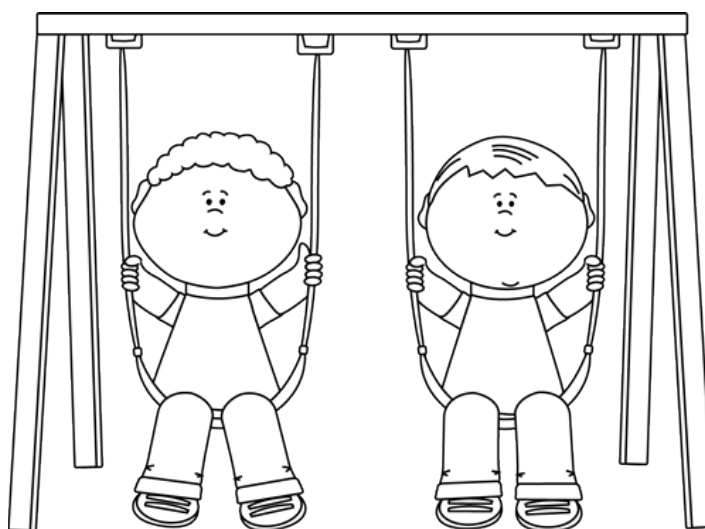
Statement of Competence VI	Functional Areas	Definitions
To maintain a commitment to professionalism	13. Professionalism	13. Candidate makes decisions based on knowledge of research-based early childhood practices, promotes high-quality in child care services, and takes advantage of opportunities to improve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

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

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

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

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



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

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

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

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

R430-100-7: PERSONNEL.

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

CDA Track

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

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

R430-100-11: SUPERVISION AND RATIOS.

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

CDA Track

CDA Track

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

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

☒ Early Childhood association #1 ____

☒ Early Childhood association #2 ____

CDA Track

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

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

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

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

☒ **Explain Mandatory Reporting Guidelines**

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

RC VI

CDA education and experience hours

AWARDED TO

Awarded this _____ day of _____, 20_____

Education hours completed: _____

Experience hours completed: _____

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



Signature of Instructor

Date

A. Layton High School 2016-2017 “Summary of My CDA Education” (Refer to CDA pg. 131 & 132)

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

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

Name _____

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

Instructor Verification Signature _____ Date _____

***CDA education hours
outside of Layton High School
ECE pathway***

AWARDED TO

Awarded this _____ day of _____, 20_____

Education hours completed: _____

**attach proof of coursework ie: transcripts highlighting the course or
Certificate of attendance**

Signature of Instructor

Date