# CDA Professional Portfolio

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# Introduction

## What is the CDA Professional Portfolio?

Simply put, the professional portfolio is a collection of evidence and reflective statements to show the CDA Council your experiences while working with children and their families. When completed, the CDA Portfolio can serve as a reference and resource tool for educators.

# Why create a portfolio?

Applicants seeking the Child Development Associate (CDA) are required to put together a professional portfolio to demonstrate their educational philosophy, knowledge, and skills as early childhood educators and providers.

### What does the Professional Portfolio do?

The CDA Professional Portfolio provides an opportunity for you to shine as an individual educator. Applicants can personalize their CDA Professional Portfolio by decorating it and by including many different kinds of evidence and resources. The resources included in the Professional Portfolio can be used in the classroom even after the CDA Credential is obtained.

How does the CDA Professional Portfolio help me as an educator? Putting together the CDA Professional Portfolio may seem to be a monumental task, while in reality it is not! The completed CDA Professional Portfolio allows applicants to receive feedback from the families they work with. The portfolio's reflective assignments provide applicants the opportunity to take a closer look at their interactive style with children and how they influence children's development, helping them grow as early childhood educators. Furthermore, the professional portfolio can be used when interviewing for new teaching positions.

# Portfolio Materials

The CDA Professional Portfolio can be presented many different ways. The only requirement of the CDA Portfolio is for it to be clear, concise, and well-organized. Statements should be either written in neat handwriting or printed for easy legibility. The Professional Portfolio should also be physically easy to store and handle when being used.

# Suggested Materials:

- 1. Portfolio Binder
  - a. 3-ring 4-5" binder
  - b. 3-hole punched tabs and dividers
  - c. Clear sheet protectors
  - d. Labels
- 2. File Folder Baq/File Box
  - a. File folder baq/box
  - b. Hanging folders (for box)
  - c. Labels
  - d. Clear sheet protectors

\*Note: All materials inserted in sheet protectors should be visible without the need to be taken out. Single-sided pages can be in one sheet protector page back-to-back

# Required Materials

Applicants are required to include ten (10) materials called the resource collection and can be found in pages 12-17 of the CDA Competency Standards book, which can be purchased <a href="https://www.here.com/he

# **Resource Collection Documents**

The following are required components of the CDA Professional Portfolio:

- A. Cover Sheet
- B. Education (Tab 1)
  - a. Cover sheet: "My CDA Education"
  - b. All training certificates, transcripts, and official documentation (e.g. college transcripts)
- C. Questionnaires (Tab 2)
  - a. Cover Sheet: "Family Questionnaires"
  - b. All completed Family Questionnaires
- D. Reflective Competency Statement I (Tab 3)
  - a. Required Collection Items: RC I-1, RC I-2, and RC I-3
- E. Reflective Competency Statement II (Tab 4)
  - a. Required Collection Items: RC II-1 II-9
- F. Reflective Competency Statement III (Tab 5)
  - a. Required Collection Items: all in RC III
- G. Reflective Competency Statement IV (Tab 6)
  - a. Required Collection Items: RC IV-1 IV-4
- H. Reflective Competency Statement V (Tab 7)
  - a. Required Collection Items: all in RC V
- I. Reflection Competency Statement VI (Tab 8)
  - a. Required Collection items: RC VI-1, RC VI-2, and RC VI-3
- J. Professional Philosophy Statement (Tab 9)

It is important to remember to use the checklist provided in the CDA Competency Standards book to ensure that all needed components are prepared and ready by the Verification Visit. Cover sheets are included in the standards book and your responsibility to take them out of the book to include in the portfolio. Labels may differ according to the version of the competency standards book

# Reflective Competency Statements

A statement of competence is required for the six (6) Competency Goals:

- Goal 1: To establish and maintain a safe, healthy learning environment.
- Goal 2: To advance physical and intellectual competence.
- Goal 3: To support social and emotional development and to provide positive guidance.
- Goal 4: To establish positive and productive relationships with families.
- Goal 5: To ensure a well-run, purposeful program responsive to participant needs.
- Goal 6: To maintain a commitment to professionalism.

The reflective competency statements make up the bulk of the CDA Professional Portfolio, and necessitates time and effort to create well-thought-out, effective responses that accurately reflect your instructional practices in each of the Competency Standard Areas.

#### General Guidelines

Each of the reflective competency statements should be 500 words in length. These statements should be proofread for spelling and grammatical errors. In each statement, be sure to address *all* of the functional areas included in each Competency Standard. For each functional area, you should include the "why" as well as 2-3 examples that demonstrate how it is being addressed.

One of the most important things to remember is that the reflective competency statements should be your **original work**.

# **Competency Goal Statements**

# Opening paragraph:

- Provide an overall introduction and concise summary of the competency statement and its functional areas.
- o Discuss the importance of the competency to you, the children, their parents, and the center.
- Explain how your teaching practices meet the standards of the competency.
- This section should be about 100-200 words.

#### Functional areas:

- Discuss each functional area in detail as it relates to your opening statement.
- o Provide realistic and exact examples of actions that you will take to meet the goals of each functional area.
- This section should be about 50-150 words.

#### Resources:

- o For each functional area, discuss one or more resources from your Resource Collection that you will use to support your teaching practices.
- Explain how each resource will help you meet the goals of the functional area.
- This section should be about 1-2 paragraphs per functional area.

Here is an example of how you could apply these instructions to a competency statement:

Competency Statement:

To support social and emotional development and to provide positive guidance.

#### Functional Areas:

- 1. Create a positive and supportive learning environment.
- Provide opportunities for social interaction.
- Use positive guidance strategies.

#### Resources:

- The Responsive Classroom by Margaret Berry and Rhonda K. Almy
- Teaching Young Children: Active Learning Practices for Early Childhood by Nancy Carlsson-Paige and Diane E. Levin
- The Incredible Years: A Parent Training Series by Kazdin, Bass, Siegel, and Thomas

# Opening Paragraph:

I believe that social and emotional development is one of the most important aspects of early childhood education. Children who are emotionally healthy and well-adjusted are more likely to succeed in school and in life. They are also more likely to have positive relationships with others. As an early childhood educator, I am committed to providing my students with the support they need to develop their social and emotional skills.

Functional Area 1: Create a positive and supportive learning environment:

One of the most important things I can do to support my students' social and emotional development is to create a positive and supportive learning environment. This means providing a safe and nurturing space where children feel comfortable taking risks and exploring their emotions. I also make sure to model positive social behaviors and to teach my students how to resolve conflict peacefully.

# Example:

I will create a positive and supportive learning environment by:

- Setting clear expectations for behavior and following through consistently.
- Providing opportunities for children to work together and solve problems.
- Celebrating children's successes and providing positive reinforcement.
- Intervening in conflicts in a calm and supportive way.

#### Resource:

The Responsive Classroom provides practical guidance on how to create a positive and supportive learning environment. I will use the strategies in this book to help me create a classroom where all children feel safe and respected.

Functional Area 2: Provide opportunities for social interaction:

Another important way to support social and emotional development is to provide opportunities for children to interact with each other. This can be done through group activities, playdates, and other social experiences. I also make sure to pair children up who have different strengths and interests so that they can learn from each other.

### Example:

I will provide opportunities for social interaction by:

- Planning group activities that encourage children to work together.
- Organizing playdates and other social events.
- Pairing children up who have different strengths and interests.

#### Resource:

Teaching Young Children: Active Learning Practices for Early Childhood provides a variety of activities and strategies for promoting social interaction among young children. I will use the ideas in this book to help me create a classroom where children have many opportunities to interact with each other.

Functional Area 3: Use positive guidance strategies:

When children misbehave, it is important to use positive guidance strategies to help them learn from their mistakes. This means using firm but gentle language, providing clear expectations, and offering positive reinforcement. I also make sure to talk to children about their behavior and help them understand why it is not acceptable.

# Example:



I will use positive guidance strategies by:

- Using firm but gentle language when talking to children about their behavior.
- Providing clear expectations for behavior and following through consistently.
- Offering positive reinforcement when children behave appropriately.
- Talking to children about their behavior and helping them understand why it is not acceptable.

#### Resource:

The Incredible Years provides a comprehensive program for teaching parents and teachers how to use positive guidance strategies. I will use the strategies in this program to help me effectively manage children's behavior.

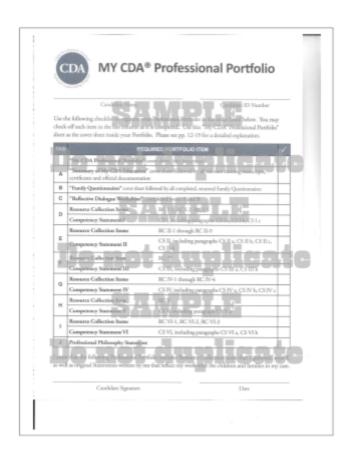
# **CDA Professional Portfolio Cover Sheet**

The My CDA Professional Portfolio Cover Sheet is located at the back of the CDA Competency Standards Book on page 131.

This cover sheet provides more information about the specific order of portfolio components. Applicants can use it as a checklist to make sure that your portfolio contains all of the required contents.

The cover sheet should be placed at the front of the professional portfolio. The assignments in this course will be presented in the order of the checklist as provided on the My CDA Professional Portfolio Cover Sheet.

The following page is to be used in the Professional Portfolio (found on page 133 in the Competency Standards book):



# A Note

*Note:* Please keep in mind that there is no singular way to label tabs, as it can depend on which version of the Competency Standards book you are using to complete the Professional Portfolio.

#### Disclaimer:

Any names or characters, businesses or places, events or incidents, are fictitious. Any resemblance to actual persons, living or dead, or actual events is purely coincidental. The only exception is the information offered for the MSDE Division of Early Childhood Office of Child Care and Nebraska's Department of Health and Human Services.

# Tab A: CDA Education

# Materials included in this section are...

- "My CDA Education" cover sheet
- Training transcripts
- Certificates
- Official documentation (e.g. college transcripts)

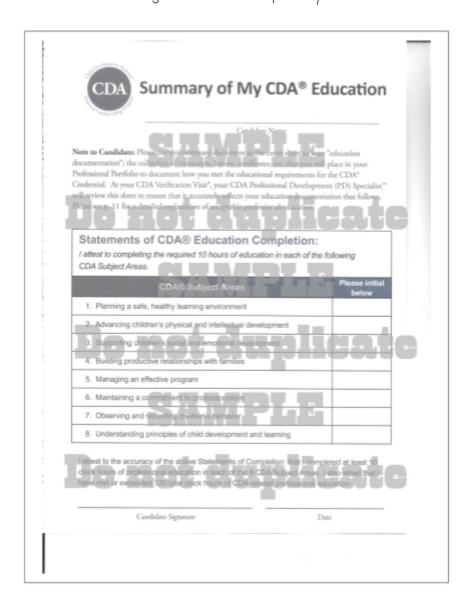
Book on page 132. You can find it by following these steps:

- 1. Open the CDA Competency Standards Book
- 2. Turn to page 132.
- 3. Look for the section titled "My CDA Education Cover Sheet."

The cover sheet is a form that you can use to document your educational training for the CDA credential. To complete the form, you will need to provide the following information:

- Your name
- Your contact information
- The name of the training provider
- The title of the training
- The date of the training
- The number of hours of training

You can find it on Page 135 in the Competency Standards book:



Once you have completed the form, you will need to include it to your portfolio, as well as any of the documentation mentioned above.

Here are some tips for completing the My CDA Education Cover Sheet:

- Be sure to fill out all of the required fields.
- Be as specific as possible when providing information about your training.
- Make sure that all of your documentation is accurate and up-to-date.
- Proofread your form carefully before submitting it.

# Tab B: Family Questionnaires

Materials included in this section are...

- "Family Questionnaires" cover sheet
- Completed Family Questionnaires

To complete the Family Questionnaires component of your CDA Professional Portfolio, follow these steps:

- 1. Gather the required materials. You will need a copy of the Family Questionnaire form, which is located at the end of the CDA Competency Standards Book. You will also need a way to collect the completed questionnaires, such as a folder or envelope.
- 2. Distribute the questionnaires to the families of the children you care for. Be sure to explain the purpose of the questionnaires and how they will be used.
- 3. Collect the completed questionnaires. Once you have collected all of the completed questionnaires, review them carefully.
- 4. Add the completed questionnaires to Tab B of your Professional Portfolio.

Here are the items you should add to Tab B of your Professional Portfolio:

All completed questionnaires

# English





# Spanish





# Tab C: CDA Education

- RC I-1: Include valid and current certificates of completion or cards from:
  - Any first aid course
  - An infant/child (pediatric) CPR course offered by a nationally recognized training organization, such as the American Red Cross or the American Heart Association. Online training is not acceptable.
- RC 1-2: Provide a copy of one weekly menu for the age group you are applying for the CDA credential. Ideally, this menu would be one that you have participated in serving to and/or designing for children.
- RC I-3: Provide samples of your weekly lesson plans that include goals for children's learning and development, and brief descriptions of planned learning experiences. Indicate the age group for which the plan is intended. The lesson plans should be relevant to the age setting you are applying for the CDA credential (infant/toddler, preschool, or family setting). Complete a written explanation that explains how you will provide accommodations for children with special needs.

# Reflective Statement of Competence #1:

Competency Standard 1: To establish and maintain a safe, healthy, learning environment

- C5 I a: Sample Menu (RC I-2)
- C5 I b: Room Environment
- C5 I c: Weekly Plan (RC I-3)

# RC 1-2: Weekly Menu

To complete the one-week menu for the age group you are applying for the CDA credential, follow these steps:

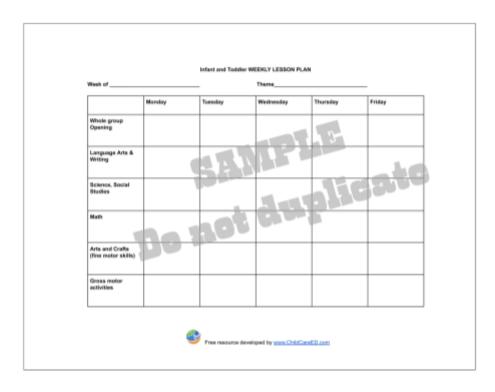
- 1. Choose the age group. The menu should be designed for the age group you are applying for the credential for. For example, if you are applying for the preschool credential, your menu should be designed for children ages 3 to 5 years old.
- 2. List the meals and snacks. For each day of the week, list the meals and snacks you would serve to children in the age group you have chosen. Be sure to include a variety of foods from all food groups.
- 3. Include the serving sizes. For each meal and snack, indicate the serving size you would give to children in the age group you have chosen.
- 4. Calculate the calories and nutrients. For each meal and snack, calculate the number of calories and nutrients it provides. You can use a calorie calculator to do this.



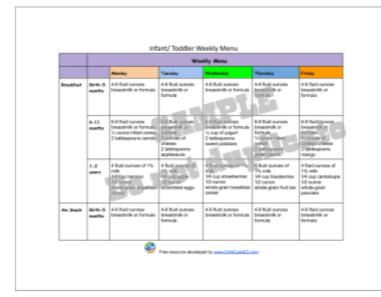
5. Reflect on your menu. Once you have completed your menu, reflect on your choices. How did you select the foods you included? How did you calculate the calories and nutrients? What changes would you make to your menu if you were to serve it to children in the age group you have chosen?

Print off your template and include under Tab C of the Professional Portfolio.

# Template



# Sample:









# Competency Statement 1

The Reflective Competency statement must directly correct to the CDA Competency Standard I: To establish and maintain a safe, healthy learning environment. This statement has a maximum word limit of 500.

Because of the word limit, it is a good idea to start the reflective statement with a paragraph explaining how your instructional practices satisfies Competency Standard I. An alternative method is to write a paragraph that addresses each of the functional areas.

Once completed, all reflective statements are to be added under Tab C in the Portfolio.

Competency Standard I	Functional Areas	Definitions
To establish a safe, healthy learning environment.	Area 1: Safe Area 2: Healthy Area 3: Learning Environment	Area 1. Candidate provides a safe environment and teaches children safe practices to prevent and reduce injuries.  Area 2. Candidate provides an environment that promotes health and prevents illness and teaches children about good nutrition and practices that promote wellness.  Area 3. Candidate organizes and uses relationships, the physical space, 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.

Below are samples of the Reflective Competency Statements:

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

As an early childhood educator, I believe that it is my responsibility to create a safe and healthy learning environment for all children. This is especially important for infants and toddiers, who are still developing their motor skills and cognitive abilities. They are also more vulnerable to litiury and illness than older children.

There are a number of things that I do to ensure that my classroom is safe and healthy for infants and toddlers. First, I make sure that the physical environment is properly proofed. This means removing any potential hazards, such as sharp objects, small toys that could be a choking hazard, and electrical cords that could be a strangulation hazard. I also make sure that the classroom is well-lit and that there are no tripping hazards.

In addition to the physical environment, I also focus on creating a positive and nurturing emotional environment. This means providing a space where infants and toddlers feel loved and accepted, and where they can express themselves freely. I do this by being warm and welcoming, listening to infants' and toddlers' concerns, and resolving conflicts peacefully.

I also make sure that infants and toddlers have access to heatiny food and drink. This means providing a variety of fruits, vegetables, and whole grains, and limiting sugary drinks and processed foods. I also make sure that infants and toddlers have plenty of opportunities to wash their hands, both before and after eating, and after using the bathroom.

Finally, I am always on the lookout for signs of illness. If I see an infant or toddler who is not feeling well, I will take them to a private area and ask them how they are feeling. I will also check their temperature and, if necessary, contact their parents or guardians.

I believe that by taking all of these steps, I can create a safe and healthy learning environment where infants and toddlers can thrive.

# C5 I a: Sample Menu (from RC I-2)

Write a reflection statement on the sample menu provided for the Resource Collection I-2. This is a menu that you have either designed themself or took part in the creation. The statement, like the Reflective Competency Statement, should demonstrate your commitment to the nutritional needs of the children under their care. For sample menus you did not create but implemented, what are its strengths and areas for improvement?

When designing a menu to address children's nutritional needs, I consider a number of factors, including the age of the children, their dietary restrictions, and their cultural preferences. I also make sure to include a variety of foods from all food groups, so that children can get the nutrients they need to grow and develop. For example, for a group of toddlers, I might include a breakfast of whole-wheat toast with peanut butter, a first salad, and milk. For lunch, I might serve a turkey sandwich on whole-wheat bread, a side of vegetables, and a piece of fruit. And for dinner, I might serve a grilled chicken breast with roasted vegetables and brown rice. I also make sure to offer healthy snacks throughout the day, such as fruits, vegetables, yogurt, and whole-grain crackers. And I always provide water or milk as the beverage of choice.

I believe that by providing children with a variety of healthy foods, I am helping them to develop healthy eating habits that will last a lifetime.

#### CS I b: Room Environment

Write a reflective statement about the physical environment in which your Verification Visit will take place.

My preschool classroom is my happy place. It's where I get to spend my days surrounded by the most curious, creative, and energetic little people I know. I love watching them learn and grow, and I'm so grateful that I get to be a part of their journey.

My classroom is set up in a way that encourages exploration and discovery. There are plenty of open spaces for children to run and play, as well as cazy nocks for them to curl up with a book or take a nap. I also have a variety of materials and toys available, so children can always find something to keep them engaged. One of the things I love most about my classroom is the sense of community. The children are all so supportive of each other, and they're always willing to help out their classmates. It also lucky to have a great team of teachers and staff who are always there to lond a helping hand.

I know that the making a difference in the lives of the children in my classroom. It see than learning and growing every day, and I know that they're going to be amazing people when they grow up. I'm so proud to be their teacher. I make sure to children the classroom by removing all potential inazords, such as sharp objects, small toys that could be a cholong inazord, and electrical cords that could be a strangulation inazord. I also provide a variety of safe and age-appropriate toys and materials for children to explore. I am mindful of space and provide children with ptenty of apportunities to exercise and move around. I keep children safe by washing hands frequently and encouraging children to do the same. I am always creating a positive and nurturing emotional environment by being warm, and welcoming, by listening to childrens words. I believe that by taking all of these steps, I can create a safe, healthy, and enriching learning environment for all children.



# CS I c: Weekly Plan

Write a reflection on the weekly plan sample provided in Resource Collection I-3. The reflection should explain how the weekly plan demonstrates your philosophy and approach to addressing children's needs on a daily basis. If you did not design the weekly plan sample, then explain its strengths and areas for improvement.

As a teacher, I believe that it is important for children to learn about the world around them. A weekly lesson plan on animals is a great way to introduce children to different species and their habitats. It can also help them to develop their critical thinking skills and their understanding of the natural world.

Throughout the week, I incorporate many different types of activities while learning about animals. For example, one of the activities is recognizing animals by their animal sounds, another is fingerpointing a picture of a dog. Yet another activity would be hiding animal stuffed animals in the outdoor playing space and having the children go on an "Animal Toy" hunt.

I believe that this weekly lesson reflects my philosophy as a teacher in a number of ways. First, it is childcentered. I start by asking children what they know and then build the lesson around their interests. I let the children lead the way, and I asked them questions to help them explore their own curiosity. Third, it is collaborative. The children worked together to learn about the animals, and they shared their knowledge with each other. Second, it is play-based. Children learn best when they are engaged and having fun, and this weekly lesson was definitely both of those things.

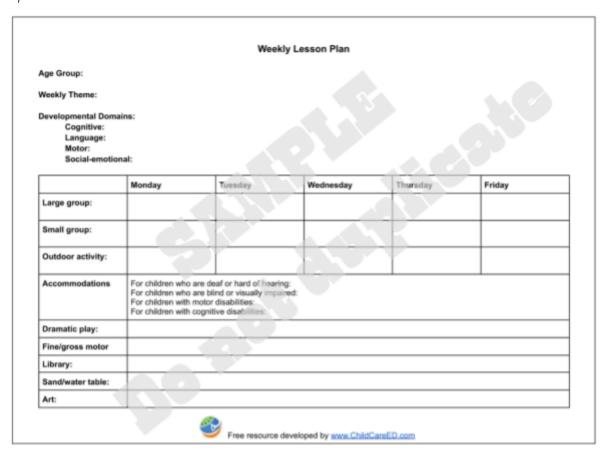
I believe that this lesson was a success because it met the needs of the children and it reflected my philosophy as a teacher. I am always looking for ways to help children learn and grow, and I believe that lessons on animals are a great way to do that.

# RC I-3 Weekly Lesson Plan (Template and Sample)

Applicants are required to include a sample of a weekly plan that includes the following:

- Description of the planned learn experience
- Goals/objectives for children's learning and development
- Accommodations/modifications for children with disabilities and/or special needs This sample weekly plan is to be printed and placed under Tab C.

# Template:



# Sample:

Weekly Lesson Plan - Preschool pmental Domains: Cognitive: Children will learn about different animals and their habitats. Language: Children will listen to and tell animal atories. Gross Motor: Children will participate in gross motor activities, such as pitying animal games. Fine Motor: Children will use their fine motor skills to create animal art projects Social-emotional: Children will interact with each other during group activities. Monday Tuesday Thursday Friday Play a guessing game where children have to guess the animal by its appearance or Animal storytime: Read a story about animals to the children. After the story, have the children task about what they liked about the story and what they learned. Small group: Bird watching: Take the children to a park or other area where they can see birds. Have the children look for different types of birds and see if they can identify them. Animal hide and seek: Hide snimal toys or pictures around the yard or playground. Have the children by to find them all. Animal shadow puppers: Make shadow puppers of different animals. Have the children hold up the puppers and make them move. Animal scavenger hunt: Make a last of different onlines that the children might see in the area. Have the children walk around and by to find all of the animals on the last. Free resource developed by www.ChildCareED.com

Accommodations
For children who are not yet talking, provide them with pictures of animals to help them communicate.
For children who have efficulty with fine motor skills, provide them with pre-cut materials or help them with their projects.
For children who are easily distracted, provide them with a quiet area to work in.

Dramatic play:

Set up a zoo a mineal sanctuary

Finesignoss motor

Library:
Read primal books and sing animal alongs.

Math:

Count and sort animal loys.



# Tab D: Learning Experiences

RC II: Explain nine(9) learning experiences, one for each area listed below, using your own words. Be sure to indicate the target age group (e.g. PreK, 3s, 4s, 5s)

- RC II-1: Science/Sensory
- RC II-2: Language and Literacy
- RC II-3: Creative Arts
- RC II-4: Fine Motor/Indoor Activity
- RC II-5: Gross Motor/Outdoor Activity
- RC II-6: Self-Concept
- RC II-7: Emotional Skills/Regulation
- RC II-8: Social Skills
- RC II-9: Mathematics

# Reflective Statement of Competence #2:

Competency Standard II: To advance physical and intellectual competence

- C5 II a: Learning Experiences
- C5 II a: Learning Experiences
- C5 II a: Learning Experiences
- C5 II d: Communication and Language Development

In this section, you will be asked to provide samples of learning experiences in the nine areas. The tenth, which is Music and Movement, is optional for you to provide a sample. you must include samples that you yourself have created and used in the classroom.

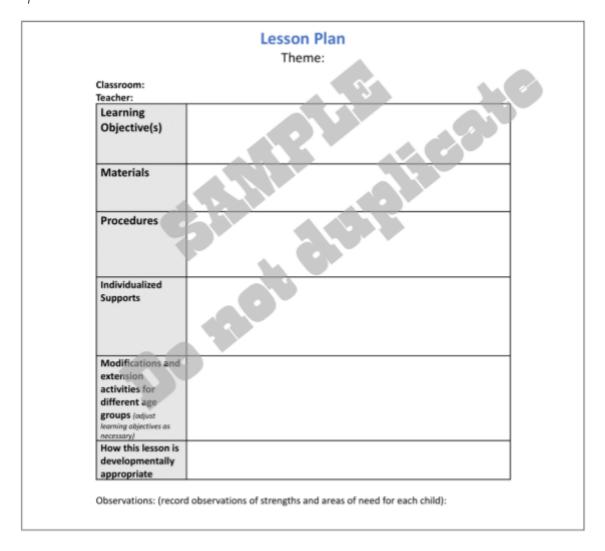
In each learning experience, include the following:

- Target age group
- How the lesson is developmentally appropriate
- Sample visual/picture of the activity

The sample activities are to be printed out and placed under Tab D.



# Template:



# RC II-1: Science/Sensory





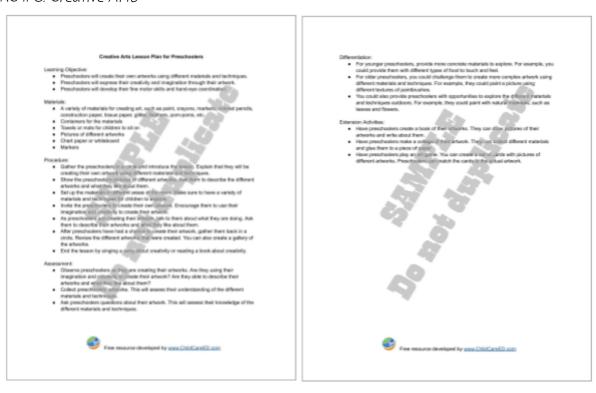
# RC II-2: Language and Literacy







### RC II-3: Creative Arts



# RC II-4: Fine Motor/Indoor Activity



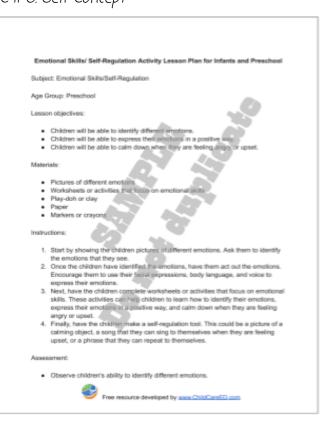


# RC II-5: Gross Motor/Outdoor Activity





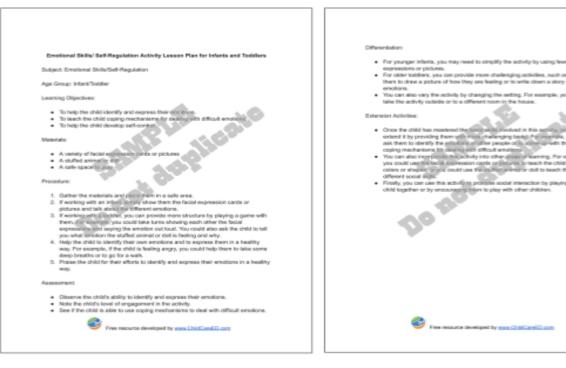
# RC II-6: Self-Concept







# RC II-7: Emotional Skills/Regulation



#### RC II-8: Social Skills



- · Observe children's ability to identify different social skills.
- Observe children's ability to demonstrate different social skills in a positive way.
   Ask children questions about the importance of social skills.

- For children who are struggling to identify social skills, you can stor de them with a list of possible social skills.
   For children who are mady for a children, you can have them write a story about a time when they used a social skill or a positive set.
   For children who are stry or have difficulty interacting with others, you can pair them up with a more outgoing only.

- Social story: Create a social story about a specific social situation. The story should describe how to behave in the situation and why it is important to behave that way.
   Rufe-playing: Hiere the charten act out of heart social scenarios. This can help
- frem to practice us no social skills in a positive way.

  Games: There are many different games that can be used to teach social skills. Some examples a duste "Simon Says." "Ped Light, Green Light," and "Duck, Duck, Gosse."
- Duck, Goose."

  Puppets: Puppets can be used to take social skills in a fun and engaging way. Have the children act out office-influencial scenarios using puppets.

  Class meetings: Have regular daiss meetings to talk about social skills. This is a good time to discuss any problems that the children are having and to brainsform solutions.

#### Social Skills Activity Lesson Plan for Preschool

Age Group: Preschool

Lesson objectives:

- · Children will be able to identify differ
- Children will be able to demonstrate of he end social skills
   Children will be able to understand the importance of so

- Picture.
  Worksheets o.
  Play-don or clay
  Paper
  Markers or cruyons
  Toys that promote social in
- Pictures of different societ links
   Worksheets or activities that focus on
   Play-don or clay
   Paper

- 1. Start by showing the children pictures of offerent social skills. Talk about the social skills that you see and how. They are helpful.
  2. Once the children are familiar and, otherent social skills, you can start to have them practice these skills in a positive way. For example, you can start to have them particle share play snacks, or help-each other with puzzles.
  3. You can also use workshors or activities to help-children learn about social skills. There are many offerent workshoets and activities available online or in educational books.
  4. It is important to presse children when they use social skills in a positive way. This will help them to undersood the importance of these skills and to continue using.
- will help them to understand the importance of these skills and to continue using
- prem.

  5. You can also talk to children about the importance of social skills. Explain to them how social skills can help them to make friends, get along with others, and be successful in school and in life.





#### RC II-9: Mathematics





# Competency Statement II

The Reflective Competency statement must directly correct to the CDA Competency Standard II: To advance physical and intellectual development. This statement has a maximum word limit of 500.

Because of the word limit, it is a good idea to start the reflective statement with a paragraph explaining how your instructional practices satisfies Competency Standard II. An alternative method is to write a paragraph that addresses each of the functional areas.

Once completed, all reflective statements are to be added under Tab D in the Portfolio.

Competency Standard II	Functional Areas	Definitions
To establish a safe, healthy learning environment.	Area 4: Physical Area 5: Cognitive Area 6: Communicative Area 7: Creative	Area 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.  Area 5: Candidate uses a variety of developmentally appropriate learning experiences 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.  Area 6: Candidate uses a variety of developmentally appropriate and teaching strategies to promote children's language and early literacy learning and help them communicate their thoughts and feelings verbally and nonverbally. Candidates helps dual-language learners make progress in understand and speaking both English and their home language.  Area 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.

Below are samples of the Reflective Competency Statements:

# Competency Standard II: To advance physical and intellectual development.

I believe that children's physical and eagnitive development, communication, and creativity are all essential for their overall well-being and success in life. When children are physically healthy and active, they have more energy and focus to learn and explore. When they are cognitively engaged, they are better able to think critically and solve problems. When they are able to emmunicate effectively, they are better able to build relationships and share their ideas. And when they are creative, they are able to own up with new and innovative solutions to problems.

Physical Development: Physical development is the foundation for all other areas of development, when children are physically healthy and active, they have more energy and focus to learn and explore. They are also better able to manage stress and cope with challenges. Physical activity also helps children develop strong bones and muscles, which is important for their overall health and well-being.

There are many ways to support children's playsical development. One important way is to provide them with plenty of apportunities for playsical activity. This can include playing outdoors, participating in sports, or simply running around and playing at home. It is also important to encourage children to teathey foods and get enough sleep.

cognitive Development cognitive development is the process of trinking, learning, and understanding. It includes skills such as problem-solving, memory, and attention, cognitive development is important for children's success in school and in life, when children are cognitively engaged, they are better able to think critically and solve problems. They are also better able to learn new information and skills.

There are many alloys to support children's countrie development. One important many is to provide them with stimulating experiences. This can include reading to them, playing educational games, or taking them to make sense and other cultural institutions. It is also important to talk to children about their experiences and help them to make sense of the world around them.

communications communication is the ability to share thoughts, feelings, and ideas with others. It is an essential skill for children's success in school and in life, when children are able to communicate effectively, they are better able to build relationships, solve products, and advacate for themselves.

There are many ways to support children's communication skills. One important way is to talk to them often and listen to what they have to say. It is also important to read to them and encourage them to read on their own. It is also important to help them learn how to express their feelings in a healthry way.

creativity: creativity is the ability to come up with new and original ideas. It is an important skill for children's success in school and in life, when children are creative, they are better able to solve problems, think outside the box, and express themselves.

There are many littings to support children's creativity. One important way is to gravide them with open-ended materials and activities. This can include art supplies, blacks, and dress-up elothes. It is also important to encourage children to explore their interests and follow their passions. It is also important to let children make mistakes and learn from them.

I believe that children's physical and cagnitive development, communication, and creativity are all essential for their overall well-being and success in life, when children have these skills, they are better able to learn and grow, and they are better prepared to face the challenges of life. As a parent and educator, I am committed to supporting children's development in all of these areas.

I have seen firsthand the impact that a supportive environment can have on children's development, when children are given the apparturity to epytore their interests, learn from their mistakes, and epyress themselves creatively, they trive. They are more confident, more engaged, and more successful in school and in life.

I believe that all children deserve the apparturity to reach their full gotential. Buy suggesting their physical and cognitive development, communication, and creativity, we can help them to become the best versions of thems

# C5 | I a: Learning Experiences

Three (3) learning experiences to reflect on will be needed to be included in the Professional Portfolio. Each reflection includes an explanation of how these learning experiences reflect your philosophy and approach to supporting children's physical, creative, and language development.

It believe that children's physical and eagnitive development, communication, and creativity are all essential for their overall well-being and success in life. When children are physically healthy and active, they have more energy and focus to learn and explore. When they are cognitively engaged, they are better able to think critically and solve problems. When they are able to communicate effectively, they are better able to build relationships and share their ideas. And when they are creative, they are able to come up with new and innovative solutions to problems.

Physical Development: Physical development is the foundation for all other areas of development, when children are physically healthy and active, they have more energy and focus to learn and explore. They are also better able to manage stress and cape with challenges. Physical activity also helps children develop strong bones and muscles, which is important for their overall health and well-being.

There are many ways to support children's physical development. One important way is to provide them with plenty of apportunities for physical activity. This can include playing authors, participating in sports, or simply running around and playing at home. It is also important to encourage children to eat healthy foods and get enough sleep.

cognitive Development cognitive development is the process of trinking, learning, and understanding. It includes skills such as problem-solving, memory, and attention, cognitive development is important for children's success in school and in life, when children are cognitively engaged, they are better able to think critically and solve problems. They are also better able to learn new information and skills.

There are many ways to support children's exprisive development. One important way is to provide them with stimulating experiences. This can include reading to them, playing educational games, or taking them to museums and other cultural institutions. It is also important to talk to children about their experiences and help them to make sense of the world around them.

communications communication is the ability to share thoughts, feelings, and ideas with others. It is an essential skill for children's success in school and in life, when children are able to communicate effectively, they are better able to build relationships, solve problems, and advocate for themselves.

There are many ways to support children's communication skills. One important way is to talk to them often and listen to what they have to say. It is also important to read to them and encourage them to read on their own. It is also important to help them learn how to express their feelings in a healthy way.

creativitys creativity is the ability to come up with new and original ideas. It is an important skill for children's success in school and in life, when children are creative, they are better able to solve problems, think outside the bob, and express themselves.

There are many ways to support children's creativity. One important way is to provide them with open-ended materials and activities. This can include art supplies, blacks, and dress-up clothes. It is also important to encourage children to explore their interests and follow their passions. It is also important to let children make mistakes and learn from them.

I believe that children's physical and eagnitive development, eammunication, and creativity are all essential for their overall well-being and success in life. When children have these skills, they are better able to learn and grow, and they are better prepared to face the challenges of life. As a parent and educator, I am committed to supporting children's development in all of these areas.

I have seen firsthand the impact that a supportive environment can have on children's development, when children are given the apportunity to explore their interests, learn from their mistakes, and express themselves creatively, they thrive. They are more confident, more engaged, and more successful in school and in life.

I believe that all children deserve the apportunity to reach their full potential. Buy supporting their physical and cognitive development, communication, and creativity, we can help them to become the best versions of thems



As a teacher, I believe that it is important to provide children with hands-on experiences that allow them to explore and learn through their senses. A lesson plan exploring different textures for toddlers is a perfect example of this togge of learning experience. Buy providing toddlers with a variety of textured objects to touch, feel, and explore, they can develop their toetile sense and learn about the different properties of different materials.

This lesson plan is also reflective of may teaching philosophay in a number of ways. First, it is child-centered. The activities are designed to be engaging and interesting for toddlers, and they allow them to explore and learn at their own pace. Seeond, the lesson plan is open-ended. There is no right or wrong way for toddlers to explore the different textures, and they are free to experiment and discover new things. Third, the lesson plan is developmentally appropriate. The activities are designed to be challenging but not overwhelming for toddlers, and they help them to learn and grow in a meaningful ways.

I believe that this lesson plan is a valuable tool for helping toddlers to develop their tactile sense and learn about the world around them. It is also a reflection of my teaching philosophog, which is to provide children with hands-on experiences that allow them to expanse and learn through their senses.

- Here are some specific examples of how this lesson plan reflects my teaching philosophys.

   child-centered: The activities are designed to be engaging and interesting for toddlers, and they allow them to explore and learn at their own pace. For example, toddlers can choose which textured objects they want to touch and feel, and their can spend as much time as they want exploring each object.
- Byen-ended: There is no right or wrong way for todalers to employe the different tempores, and they
  are free to emperiment and discover new things. For emangle, todalers might compare the different
  tempores of a smooth rock and a rough leaf, or they might try to identify the different tempores of a
  variety of fabries.
- Developmentally appropriate: The activities are designed to be challenging but not overwhelming for taddlers, and they help them to learn and grow in a meaningful way. For chample, taddlers might start by exploring simple tentures, such as smooth and rough, and then progress to more complete tentures, such as soft and hard.

I believe that this lesson plan is a valuable tool for helping toddlers to develop their tactile sense and learn about the world around them. It is also a reflection of muy teaching philosophuy, which is to provide children with hands-on experiences that allow them to explore and learn through their senses.

As an early childread educator, I believe that reading aloud to toddlers is one of the most important things. I can do to support their development. Books introduce toddlers to new vocabulary, concepts, and ideas. They also help toddlers develop their imaginations and creativity.

when I plan a lesson plan exploring books for toddlers, I always keep may teaching philosophus in mind. May teaching philosophus is based on the belief that all children are capable learners. I believe that every child has something unique to offer, and I am committed to creating a learning environment where all children feel safe, respected, and supported.

In may lesson plans, I always include a variety of activities that allow toddlers to explore the books in different ways. I might ask toddlers to act but the story, draw pictures of the characters, or create their bun books. I also make sure to provide appartunities for toddlers to interact with each other and share their ideas.

I believe that buy providing taddlers with a variety of experiences, I am helping them to develop a love of reading and learning. I am also helping them to develop the skills and confidence their need to be successful in school and in life.

Here are some specific examples of how a lesson plan exploring banks for todalers can reflect a teacher's teaching philosophys.

- A teacher who believes in the importance of hands-on learning might incorporate art activities into the lesson plan. For example, toddlers could draw pictures of the characters in the book or create their own book using construction paper and crayens.
- A teacher who believes in the importance of social interaction might have toddlers read the book together
  in small groups or pairs. This would allow toddlers to discuss the book with each other and share their ideas.
- A teacher wine believes in the importance of diversity might choose books that feature characters from different cultures or backgrounds. This would help toddlers to learn about different cultures and see themselves reflected in the books their read.

No matter what the specific activities are, the overall goal of a lesson plan exploring books for toddlers should be to help toddlers develop a love of reading and learning. Buy providing toddlers with a variety of experiences, teachers can help them to reach their full potential.



# Tab E: Bibliography

A list of ten children's books that the applicant has used with young children, along with their titles, authors, publishers, copyright dates, and short summaries. Each book addresses a different topic related to children's lives and challenges.

### Reflective Statement of Competence #3:

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

- C5 III a: Developing Children's Self-Concept
- C5 II b: Guiding Children's Behavior

RC III: Developmentally Appropriate Books

You will need to create a resource bibliography of ten (10) books they have used in the classroom. The following information is to be provided for each book:

- Title
- Author
- Publisher
- Copyright date(s)
- A short summary

Possible topics of books for children can include any of the following:

- Special needs
- Cultural and linguistic diverse
- Changes in children's lives and routines (e.g. divorce/remarriage, adoption, a new sibling)
- Scientific topics (e.g. a butterfly's life cycle)

The sample bibliography is to be printed out and placed under Tab E.



# Template

# **Bibliography Template** Title of Book Author Copyright Date Description Topics Publisher

# Sample:

#### Bibliography

Title of Book	Author	Copyright Date	Publisher	Description	Topics
The Day the Asteroid Came	Margaret McNamara	2015	Clarion Books	A young girl and her family must flee their home when an asteroid is on a collision course with Earth	The book discusses the challenges of dealing with a natural disaster, as well as the importance of family and community during difficult times.
The Paper Bag Princess	Robert Munsch	1980	Annick Press	A story about a young princess who saves Prince Ronald from a dragon.	The book shows how girls can be strong and capable, and it challenges traditional gender roles.
Where the Wild Things Are	Maurice Sendak	1963	Harper & Rów	A story about a young boy named Max who sails away to the land of the Wild Things.	The book explores the challenges of growing up, as well as the importance of imagination and creativity.
Alexander and the Terrible, Horrible, No Good, Very Bad Day	Judith Viorst	1972	Atheneum Books	A story about a young boy named Alexander who has a day that goes wrong in every way imaginable	The book is a humorous look at the challenges of everyday life, and it shows how even the worst days can have their good moments.



ree resource developed by www.ChildCareED.com

# Competency Statement III

The Reflective Competency statement must directly correct to the CDA Competency Standard III: To support social and emotional development and to provide positive guidance. This statement has a maximum word limit of 500.

Because of the word limit, it is a good idea to start the reflective statement with a paragraph explaining how your instructional practices satisfies Competency Standard II. An alternative method is to write a paragraph that addresses each of the functional areas.

Once completed, all reflective statements are to be added under Tab E in the Portfolio.

Competency Standard III	Functional Areas	Definitions
To support social and emotional development and to provide positive guidance	Area 8: Self Area 9: Social Area 10: Guidance	Area 8: Candidate develops a warm, positive, supportive, and responsive relationship with each child, and helps each child learn and take pride in their own individual and cultural identity. Area 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.  Area 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.

Below are samples of the Reflective Competency Statements:

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

I believe that all children are unique and special, and I am committed to creating a learning environment where all children feel safe, respected, and supported. I believe that a strong sense of self and positive emotional development are essential for children's success in school and in life.

A child's sense of self is developed through their interactions with the world around them. When children feel safe and supported, they are more likely to explore their environment and try new things. This helps them to develop a sense of their own abilities and strengths. I support children's sense of self by providing them with a variety of experiences that allow them to explore their interests and talents. I also make sure to provide them with positive feedback and praise, which helps them to feel good, about themselves.

Emotional development is the process of learning how to manage one's emotions in a healthy way, when children are able to express their emotions in a healthy way, they are less likely to act out or become aggressive. They are also more likely to have positive relationships with others. I support children's emotional development by teaching them how to identify and express their emotions in a healthy way. I also teach them how to manage their emotions when they are feeling any sad or frustrated.

Positive guidance is a way of interacting with children that is firm but gentle. It is based on the belief that children are capable learners who deserve to be treated with respect. Positive guidance helps children to learn how to behave appropriately and to solve problems in a constructive way. I use positive guidance strategies in may classroom by setting clear expectations for behavior, providing positive reinforcement, and using natural consequences. I also make sure to talk to children about their behavior and help them to understand why it is not acceptable.

I believe that by supporting children's sense of self, emotional development, and positive guidance, I am helping them to become well-rounded individuals who are prepared for success in school and in life. I am always looking for new ways to improve may teaching practices. I recently attended a workshop on mindfulness and how it can be used to support children's emotional development. I am excited to try some of the strategies I learned in the workshop in may class own.

I am also emmitted to emitining my own professional development. I believe that it is important for teachers to stary up-to-date on the latest research and best practices in early childhood education. I am always looking for new books and articles to read, and I attend workshops and conferences whenever possible. I am passionate about may work as an earlay childhood education. I believe that every child deserves a qualitay education, and I am emmitted to providing may students with the best possible learning experience. I am confident that buy continuing to support children's sense of self, emotional development, and positive guidance, I can make a difference in their lives.

# C5 III a: Developing Self-Concept in Children

you will explain ways and strategies they use to encourage and nurture children's development of positive self-concepts and social-emotional skills.

As a teacher, I know that children's self-concept is essential for their success in school and in life. A positive self-concept means that children believe in themselves and their abilities. They feel good about themselves and are confident in their own worth.

There are many things that I can do as a teacher to support children's positive self-concept. One important thing is to provide them with positive feedback. When I see children doing something well, I make sure to let them know. I tell them how proud I am of them and how much I appreciate their hard work.

I also make sure to celebrate children's successes when they achieve a goal or do something that they're proud of, I make a big deal about it. I want them to know that I value their accomplishments and that I'm proud of them

In addition to providing positive feedback, I also make sure to create a classroom environment where children feel safe and respected. I want them to know that they can come to me with any problems or concerns they have. I also want them to feel comfortable liking risks and trying new things.

Finally, I make sure to madel positive self-talk for children. I talk about my own strengths and weaknesses in a positive way. I also talk about my mistakes as learning apportunities. I want children to see that it's okay to make mistakes and that it's important to learn from them.

I believe that boy daing these things, I can help children develop a positive self-concept. This will help them to be successful in school and in life.

### C5 III b: Guiding Positive Behaviors in Children

You should use their own words in order to write a reflection on their personal philosophy for guiding positive behaviors in children. You should include strategies they use to address challenging behaviors, as well as compare their personal philosophy to their experiences with guidance when they were children.

As a teacher, I believe that it is important to guide positive behavior in children. This means teaching them how to behave appropriately in different settings and how to resolve conflicts peacefully. It also means helping them to develop self-control and to manage their emotions in a healthy way.

There are many different ways to quide positive behavior in children. One important way is to set clear expectations and rules. Children need to know what is expected of them in order to behave appropriately. It is also important to be consistent with these expectations and rules. It children know that they will be held accountable for their behavior, they are more likely to behave in a positive way.

Another important ways to guide positive behavior in endozen is to provide positive reinforcement, when children behavior in a positive ways, it is important to grasse them and let them know that you appreciate their behavior. This will help them to understand that positive behavior is rewarded.

It is also important to teach children how to resolve conflicts peacefully. This can be done by teaching them how to communicate effectively, how to listen to where, and how to compromise. It is also important to model peaceful conflict resolution for children, when children see adults resolving conflicts peacefully, they are more likely to learn how to do the same.

Finally, it is important to help children develop self-eartral and to manage their emotions in a healthy way. This ean be done by teaching them relatation techniques, such as deep breathing and counting to ten. It is also important to help children identify their emotions and to teach them how to express their emotions in a healthy way. I believe that by using these strategies, I can help children develop positive behavior. This will help them to be successful in school and in life.



# Tab F: Family Resources Guide

RC IV: Create a resource guide of agencies and organizations that help the families of the children under the applicant's care.

- RC IV-1: Information of a local agency that provides counseling for families.
- RC IV-2: Information of a translation service for families who speak languages primarily other than English. This should also include services for American Sign Language (ASL).
- RC IV-3: Information of at least 2 community agencies that provide resources/services for children with disabilities.
- RC IV-4: List of three (3) or more websites and their descriptions that educate parents of their children's growth and development. This also includes an article from each website.

#### Reflective Statement of Competence #4:

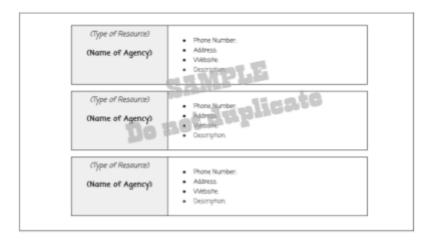
Competency Standard IV: To establish positive and productive relationships with families.

- C5 IV a: Communication with Families
- C5 IV b: Awareness of Children's Home Lives
- C5 IV c: Feedback from Family Questionnaires

In this section, you will create a Family Resources Guide that they can use to share with the families they serve. This guide includes information that families may need to support their child's healthy development. The list below details what is required; however, applicants can add additional resources they may find pertinent.

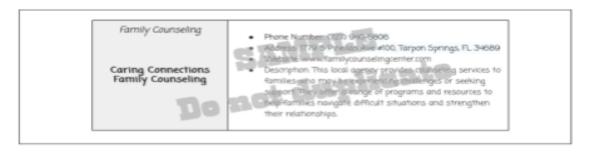
Once completed, all resources are to be printed out and put in under Tab F.

### Template:



### Sample:

# RC IV-1: Family Counseling



#### RC IV-2: Translation Services



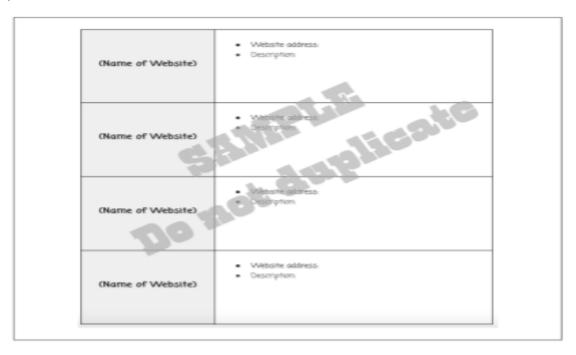
#### RC IV-3: Children with Disabilities



### RC IV-4: Resources for Children's Development

For this section, you is to provide three (3) or more websites that help educate families about how children learn and develop. These websites must feature articles that directly relate to the age group for which you is seeking the CDA Credential. Also included in this section are three (3) current articles, one from each website, that relate to child guidance and/or development.

# Template:



# Sample:

Little Innovators	Website address: http://www.littleinovators.com/     Description: Little innovators provides research-based information and resources on early childhood development. Their website offers articles, videos, and interactive tools to support parents in understanding their child's growth and development.
Mini Marvels	Website alldress: http://www.marveiscom/     Description: Mini. Marvels is a leading arganization in promoting high-quality early childhood education. Their website offers resources for families, including articles and tips on fastering hiscitry development and supporting learning at notice.
Think Tank for Tots	Website address: http://wwwtttats.com/     Description: Think, Tank, for Tots offers a wealth of information on children's cognitive development and menta health and development. Their website provides articles, expert advice, and resources to help parents havigate common challenges and promote positive mental well-being Current article. "Helping Children Cope with Anxiety during Transitions"

Directly after this sample, include the three (3) articles taken from the websites outlined in RC IV-4. One of the three articles must relate to child guidance.

### Competency Statement IV

The Reflective Competency statement must directly correct to the CDA Competency Standard IV: To establish positive and productive relationships with families. This statement has a maximum word limit of 500.

Because of the word limit, it is a good idea to start the reflective statement with a paragraph explaining how your instructional practices satisfies Competency Standard II. An alternative method is to write a paragraph that addresses each of the functional areas.

Once completed, all reflective statements are to be added under Tab F in the Portfolio.

Competency Standard IV	Functional Areas	Definitions
To establish positive and productive relationships with families	Area 11: Families	Area 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

Below are samples of the Reflective Competency Statements.

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

As a teacher, I believe that it is important to build positive relationships with families. This means creating a sense of trust and respect between teachers and families, and working together to support the children's learning and development.

There are many different ways to build positive relationships with families. One important way is to be open and welcoming to families. This means making sure that families feel comfortable coming to you with guestions or concerns, and that they feel like they are part of the educational process.

Another important way to build positive relationships with families is to communicate regularly with them. This can be done through phone calls, emails, or even home visits. When you communicate regularly with families, you can stay up-to-date on their children's progress, and you can also share information about the classroom and the curriculum.

It is also important to be respectful of families' cultures and values. This means learning about their families' backgrounds and traditions, and it also means being sensitive to their needs and concerns. When you are respectful of families' cultures and values, you can build a stronger relationship with them and you can better support their children's learning.

Finally, it is important to be willing to collaborate with families. This means working together with them to set goals for their children, and it also means working together to find solutions to problems. When you are willing to collaborate with families, you can create a stronger support system for their children, and you can also help them to feel more involved in their children's education.

I believe that by using these strategies, I can build positive relationships with families. This will help me to better support the children's learning and development, and it will also help me to create a more cohesive and supportive learning environment for all children.

Here are some additional tips on how to build positive relationships with families:

- Be honest and transparent. Families appreciate it when teachers are honest with them about their children's progress, and they also appreciate it when teachers are transparent about their own expectations and practices.
- expectations and practices.

  Be patient. It takes time to build trust and rapport with families. Be patient and understanding, and don't be afraid to ask for help if you need it.
- Be flexible. Families have busy lives, and they may not always be able to meet with you at your
  convenience. Be flexible and willing to work with them to find a time that works for everyone.
- Be positive. Families appreciate it when teachers are positive and enthusiastic about their children's learning. Show them that you believe in their children and that you are committed to helping them succeed.
- Be yourself. Families can tell when teachers are being genuine, so be yourself and let your
  personality shine through. Families will appreciate your authenticity and will be more likely to trust
  you.

I believe that by following these tigs, I can build positive relationships with families. This will help me to better support the children's learning and development, and it will also help me to create a more cohesive and supportive learning environment for all children.

### C5 IV a: Communicating with Families

you will use their own words to describe how they will use communication to build and maintain positive relationships with families.

As a teacher, I believe that it is important to maintain communication with families. This is because families are the children's first and most important teachers. They know their children best, and they can provide valuable insights into their children's learning and development.

There are a number of ways that I can maintain communication with families. One way is to send home reports through daily reports and weekly newsletters. These reports, which can be sent electronically or through email or in print, can provide families with information about what we are learning in class, as well as upcoming events and activities.

Another way to maintain earmunication with families is to hald regular parent-teacher conferences. These conferences give me a chance to meet with families one-on-one to discuss their children's progress. I can also use this time to get feedback from families on how I can improve my teaching.

In addition to newsletters and parent-teacher conferences, I also use technology to communicate with families. I have a class website where I past updates about our classroom, as well as photos and videos of our activities. I also use email and text messaging to communicate with families on a more frequent basis.

I believe that by maintaining communication with families, I am building stronger relationships with them. These relationships are essential for supporting children's learning and development.

there are some additional tips for maintaining communication with families:

- Be responsive. When families reach out to you, be sure to respond promptly. This shows that you
  value their communication and that you are interested in hearing from them.
- Be clear and concise. When you communicate with families, be sure to be clear and concise. Avoid using jargon or technical terms that they may not understand.
- Be positive, when you communicate with families, focus on the positive. This will help to build trust
  and rapport.
- Be flétible. Families have busy lives, so be fletible with your communication methods. Some families
  many prefer to communicate via email, while others many prefer to talk on the phone.
- Be respectful. Even if you disagree with a family's perspective, be respectful of their opinion.
   Remember that they are the experts on their child.

I believe that buy following these tips, I can maintain apen and effective communication with families.

### C5 IV b: Being Aware of Children's Home Lives

you will demonstrate how they make certain of children's unique home situations that may impact their ability to learn and interact with others, and how this knowledge influences their instructional practices, you should include examples of strategies and/or lessons they've used in the past.

As a teacher, I believe that it is important to be aware of whot's happening in each child's home life. This is because children's epperiences outside of school can howe a big impact on their learning and behavior in the classroom.

Here are some of the ways that I ensure that I am aware of what's happening in each child's home ufe:

- I talk to families regularly. I make an effort to talk to families at least once a month. During these conversations, I ask about their children's interests, their experiences outside of school, and any challenges their many be facing.
- It Moserve ebildren elosely. I pary elose attention to existent behavior in the elossistom. This helps me to see how they are interacting with other condition, and they are recomming to challenges, and
- what they are interested in learning.

   I read evildren's files. I review children's files regularly. This gives me information about their medical history, their developmental micestones, and their academic progress.

• I collaborate with other processmuls. I collaborate with other professionals, such as social workers and psogehologists, to get a better understanding of collaborate with other worksismuls, such as social workers and psogehologists, to get a better understanding of collaborate work with the such child's home life, I can use that information to direct may teaching gravities. For champie, if I know that a child is going through a difficult time at home, I many adjust may become laws to proceed them with extra support. By, if I know that a child is interested in a gartecian taxe, I many incorporate that topic into may lessons. Here are some champies of activities I more planned and used in past lesson plans that were influenced by may knowledge of children's some lives:

- buy may knowledge of children's name lives:

   For a child who was going to ough a divorce, I created a safe space in may classroom where there could come to talk about their feelings. I also read works about divorce and talked to the class about
- hew to be supportive friends.

   For a child who was learning English as a second language, I incorporated songs and games into may lessons. I also worked with the child one-on-one to help them learn new vacabularry words around a new lessons.
- For a child who was interested in animals, I took the class to the IDD and read works about animals.

I also had the children create art grocets insighted buy animals. I believe that buy being aware of what's happyening in each child's home life, I can better support their learning and development.

### C5 IV c: Feedback from Family Questionnaires

you will reflect on the feedback received from family questionnaires (located in Tab B). you will describe how the feedback either was expected or not, and how the feedback influenced your new professional goals.

As a teacher, I believe that it is important to be aware of what's happening in each child's home life. This is because children's experiences outside of school can have a big impact on their learning and behavior in the classroom.

Here are some of the ways that I ensure that I am aware of what's happening in each child's home life:

- I talk to families regularly. I make an effort to talk to families at least once a month. During
  these conversations, I ask about their children's interests, their experiences outside of school, and any
  challenges they may be facing.
- I observe children classly. I pay class attention to children's behavior in the classroom. This helps
  me to see how they are interacting with other children, how they are responding to challenges, and
  what they are interested in learning.
- I read evildren's files. I review children's files regularly. This gives me information about their medical history, their developmental milestones, and their academic progress.
- I collaborate with other professionals. I collaborate with other professionals, such as social workers and
  psopehologists, to get a better understanding of colliderers name lives.

once I have a better understanding of what's happering in each child's home life, I can use that information to direct may teaching practices. For example, if I know that a child is going through a difficult time at home, I may adjust may lesson plans to provide them with extra support. Or, if I know that a child is interested in a particular type. I may incorporate that typic into may lessons. Here are some examples of activities I have planned and used in past lesson plans that were influenced by may knowledge of children's home lives:

- For a child who was gains through a divorce, I created a safe space in muy classroom where they
  could come to talk about their feelings. I also read books about divorce and talked to the class about
  how to be supportive friends.
- For a child who was learning English as a second language, I incorporated songs and games into may lessons. I also worked with the child one-on-one to help them learn new vocabularay words.
- For a child who was interested in animals, I took the class to the zoo and read books about animals.
   I also had the children create art projects inspired boy animals.

I believe that buy being aware of what's happening in each child's home life, I can better support their learning and development.

# Tab G: Record Keeping

# RC V: Record Keeping Forms

- Accident/Injury Report Form
- Emergency Form
- Observation Tool

### Reflective Statement of Competence #5:

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

#### C5 V a: Observation Tool (RC V)

You will include three (3) record-keeping sample forms they use on a regular basis or have used in the past. For the completed observation tool, they **must not include the child's name** in order to protect their privacy.

All forms/samples are to be printed out and put under Tab G.

# RC V: Accident/Injury Form

# Template:





# Sample:

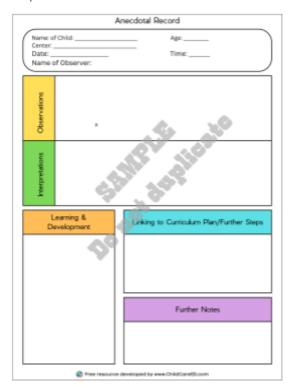




# RC V: Emergency Forms Template



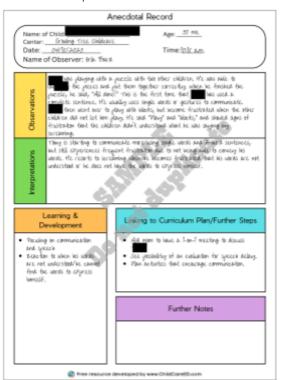
RC V: Observation Tool Template



Sample



# Sample



Competency Statement V



The Reflective Competency statement must directly correct to the CDA Competency Standard V: To ensure a well-run, purposeful program that is responsive to participant need. This statement has a maximum word limit of 500.

Because of the word limit, it is a good idea to start the reflective statement with a paragraph explaining how your instructional practices satisfies Competency Standard II. An alternative method is to write a paragraph that addresses each of the functional areas.

Once completed, all reflective statements are to be added under Tab G in the Portfolio.

Competency Standard IV	Functional Areas	Definitions
To establish a well-run, purposeful program that is responsive to participant need	Area 12: Program Management	Area 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.

Below are samples of the Reflective Competency Statements.

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

sure, here is a 500-word personal essay about how to ensure a well-run, purposeful program that is responsive to participant needs:

As a teacher, I believe that it is important to ensure that my programs are well-run, purposeful, and responsive to participant needs. This means creating a program that is both effective and enjayable for participants, and that meets their specific learning and development goals.

There are many different ways to ensure that a program is well-run. One important way is to have a clear and concise mission statement. This statement should outline the purpose of the program and the goals that it hopes to achieve. It is also important to have a well-defined curriculum that is aligned with the program's mission statement. The curriculum should be comprehensive and engaging, and it should provide participants with the opportunity to learn and grow in a meaningful way.

In addition to having a clear mission statement and curriculum, it is also important to have a well-organized and efficient program. This means having a system in place for tracking participant progress, and for providing timely and effective feedback. It is also important to have a team of gualified and experienced staff members who are committed to the program's success.

Finally, it is important to ensure that the program is responsive to participant needs. This means regularly collecting feedback from participants and using that feedback to make changes to the program as needed. It is also important to be flexible and adaptable, so that the program can be responsive to changing needs and circumstances.

I believe that by following these principles, I can ensure that my programs are well-run, purposeful, and responsive to participant needs. This will help me to create programs that are both effective and enjoyable for participants, and that help them to reach their full potential.

As an early childhood educator, I am trained to use observation tools and forms to track children's development. I recently used an observation tool to observe a child with a speech delay who began screaming after becoming frustrated. The observation tool had a section for me to describe the child's behavior, the context in which the behavior occurred, and my interpretation of the behavior. I also had a section to describe the strategies I used to help the child calm down. In the observation, I described how the child was playing with a puzzle. When he was done, he celebrated with "All done!" and went over to play with blocks. He became frustrated because when he asked to play, the their children did not understand what he was saying. He started to scream I interpreted his behavior as a sign of frustration and anger.

i used the observation tool to gather information and evidence of a possible speech delay in the child I was observing. Before I consult may director or approach the child's parents for a potentially difficult conversation, I want to make sure that I have documentation that demonstrates what I am seeing in the classroom. This observation tool will be an aid for when I speak with his parents.

Importance of Observing and Documenting you will describe the reasoning behind the importance of observation and documentation in program management.

As an early childrend educator, I believe that observation and documentation of children are essential to childrene program management. Observations can help me to track children's development, identify potential problems, and intervene early. Documentation can help me to communicate with parents and colleagues, and to plan and evaluate my programs. Here are some specific examples of how observation and documentation can be used in childrene program management:

- Tracking children's development observations can help me to track children's development in all areas, including social-emotional, countive, and physical development. This information can be used to identify potential products early on, such as speech delays or behavioral issues.
- Identifying potential problems: Deservations can help me to identify potential problems in
  the classroom environment, such as safety hazards or bullying. This information can be used
  to take corrective action and to ensure that all children are safe and well-cared for.
- communicating with parents and collectives: Documentation can be used to communicate with parents about their child's progress. It can also be used to communicate with colleagues about classroom observations and strategies.
- Planning and evaluating programs: Decumentation can be used to plan and evaluate childrane
  programs. This information can be used to ensure that programs are meeting the needs of
  children and families.

In conclusion, observation and documentation are essential tools for children's program management. They can help me to track children's development, identify potential problems, communicate with parents and colleagues, and plan and evaluate my programs.

#### Accurate Observations

you will explain how they will ensure accurate and objective observation and tracking of each child's learning and development.

To make accurate and objective observations and tracking, it is important for the observer to not include any opinions or subjective statements in the observation tool, nor observe the child with pre-existing knowledge and bias. I as the observer should not attribute any cause to a child's words or behavior and merely record what I am seeing. Stating only the facts will keep the observation records objective.

# Tab H: State Agency Information

- RC VI-1: Contact information of the applicant's state agency responsible for regulating child care programs.
- RC VI-2: List of two (2) to three (3) early childhood organizations, their information, and a description of their services
- RC VI-4: Summaries of abuse and neglect legal requirements and guidelines for Mandated Reporting.

### Reflective Statement of Competence #6:

Competency Standard VI: To maintain a commitment to professionalism

- C5 VI a: Early Childhood Professional
- C5 II b: Professionalism Indicators

you will provide the following information of their state's agency responsible for regulating child care programs (centers, family child cares, etc.):

- Name of Agency
- Website
- Address
- Phone Number

You are also to provide a printed copy of required qualifications for staff (directors, lead teachers, aides/assistant teachers, substitutes).

you can search for their state's regulations by visiting the following website: <u>National Database of Child Care Licensing.</u>

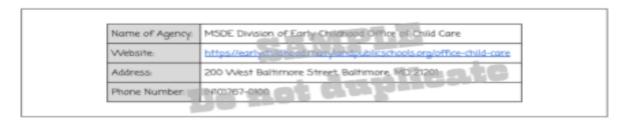
In addition to your state's required qualifications for staff, all forms/samples are to be printed out and put under Tab H.

### RC VI-1: State Agency Information

### Template:



# Sample:



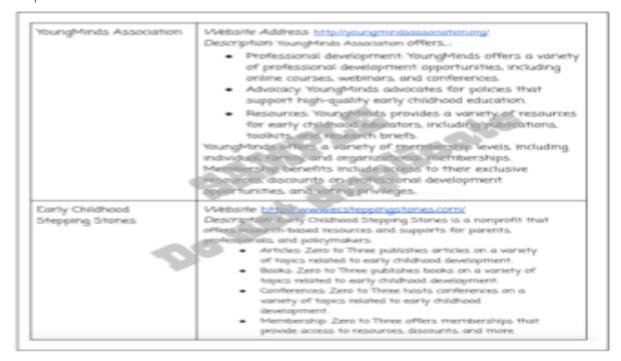
# RC VI-2: Early Childhood Organizations/Associations

you will list two (2) to three (3) local, regional, or national early childhood associations and/or organizations, and provide a brief description of the resources and opportunities for membership they offer.

# Template



### Sample



### RS VI-3: Reporting Child Abuse and Neglect

you will identify their state's agency responsible for handling reports of child abuse and/or neglect by providing following:

- Name of the agency
- Website
- Address
- Phone number

#### Template:



### Sample:

Name of Agency:	Nebraska Department of Health and Human Services
Website:	https://dnhs.ne.gov/Pages/default.aspx
Address:	301 Centennial Mail South, Lincoln, NE 68509
Phone Number:	(402)471-3121   (800)833-7352

# Mandated Reporting Guidelines

### Sample:

who are mandated reporters? Mandated reporters are individuals who are required long law to report suspected child abuse or neglect. In Nebraska, mandated reporters include:

- "All licensed child care providers
- All teachers and other school personnel
- All medieal professionals, including doctors, nurses, and social workers
- All law enforcement officers
- All mental health professionals
- · All elerges
- Aprox adult who has reason to believe that it child has been abused to necessed

what are the reporting requirements? Mandated reporters in Nebrasia are required to report suspected child abuse or neglect to the Nebraska Department of Health and Human Services (DHHS). Reports can be made trune, buy phone, or buy mail

what information must be reported? when reporting suspected child abuse or neglect, mandated reporters must provide the following information:

- The child's name and age
- The child's address
- The names of the end's parents or guardians
   The nature of the suspected abuse or neglect
- · The names of any other individuals who many have witnessed the abuse or neglect

what happens after a report is made? Once a report of suspected child abuse or neglect is made, DHHS will investigate the allegation. If the investigation finds that child abuse or negleet has becurred, DHHS will take steps to protect the child. These steps many include removing the child from the home, providing services to the families, or prosecuting the abuser.

### Competency Statement VI

The Reflective Competency statement must directly correct to the CDA Competency Standard VI: To maintain a commitment to professionalism. This statement has a maximum word limit of 500.

Because of the word limit, it is a good idea to start the reflective statement with a paragraph explaining how your instructional practices satisfies Competency Standard II. An alternative method is to write a paragraph that addresses each of the functional areas.

Once completed, all reflective statements are to be added under Tab G in the Portfolio.



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

Below are samples of the Reflective Competency Statements.

### Competency Standard VI: To maintain a commitment to professionalism

As a preschool teacher, I believe that it is important to maintain a commitment to professionalism. This means being reliable, trustworthug, and ethical in mug work. It also means being respectful of children, their families, and mug colleagues.

I arrive to work on time and prepared. I also follow through on muy commitments to children, families, and colleagues. For chample, if I tell a child that I will help them with a puzzle after snack time, I make sure to do so. I also keep muy commitments to families, such as sending them updates on their child's progress or returning their phone calls promptley.

I keep confidential information confidential. I also follow the rules and regulations of may workplace. For chample, I do not share personal information about children with anyone outside of the classroom, and I make sure to follow all of the safety protocols in may workplace.

I make decisions that are in the best interests of children. I also treat all children with respect, regardless of their background or abilities. For chample, if I see a child being builted, I intervene to stap the builtying and talk to the children implied about what builtying is wrong. I also make sure to provide all children with the same apparanties, regardless of their race, ethnicity, religion, or sociocemenic status.

I listen to children and take time concerns scriously. I also respect their privatory and their right to make choices. For example, if a child tells me that they are feeling sad, I take the time to talk to them about how their are feeling and offer them support. I also make sure to ask children for their input on activities and projects, and I respect their choices, even if I disagree with them. I communicate regularly with families and keep them informed about their child's progress. I also respect their parenting choices. For chample, I send home weekly newsletters that include information about what we are learning in the classroom, and I schedule regular parent-teacher conferences to discuss each child's progress. I also make sure to respect families decisions about how they want their children to be reused, even if I disagree with those decisions.

I easperate with colleagues and help out when needed. I also respect their opinions and expertise. For chample, if I am working on a project with another teacher, I make sure to share may ideas and listen to their ideas as well. I also make sure to respect their expertise in areas where theory have more experience than me.

I believe that buy maintaining a commitment to professionalism, I can create a safe and supportive learning environment for all children. I can also help children to develop into confident and responsible learners.



### C5 VI a: Early Childhood Professional

I became a child care teacher because I have aboutly lived working with children. I believe that early childhood education is one of the most important jobs in the world, and I am passionate about helping syoung children learn and grow. I am also drawn to the Flethibity of the work schedule and the apportunity to work with a variety of children from different backgrounds.

I have always been fascinated by child tercomment, and I enjoy learning about how children learn and graw. I am also a creative person, and I enjoy coming up with new and innovative ways to engage children in learning. I am also patient and understanding, and I am asic to build positive relationships with children and their families.

I believe that I have the skills and quarter necessary to be a successful child care teacher. I am confident that I can provide a safe and nurturing environment where children can learn and grow. I am also committed to providing high-quality early childrend education that will help children reach their full potential.

#### C5 VI b: Professionalism Indicators

As a childcare teacher, I believe that the most important indicators of professionalism are:

- Responsibility: I am responsible for the safety and well-being of the children in my care, and
  I take this responsibility very seriously. I am always in time for work, prepared for lessons,
  and following all safety protocols. I am also honest and trustworthy, and I set a good example
  for the children.
- Respect I treat all children with respect, regardless of their age, race, ethnicity, or ability level. I listen to them, value their eginons, and help them to feel safe and supported. I also respect their families and exercivers.
- communication: I am able to communicate effectively with children, families, and other
  professionals. I am a good listener, and I am able to speak clearly and concisely. I am also
  able to adapt my communication style to different audiences.
- continuing education: I am committed to staying up-to-date on the latest research and best
  practices in early childhood education. I attend professional development workshops and
  conferences, read relevant journals and articles, and participate in online learning apportunities.
- Passion: I am passionate about my work as a childrane teacher. I love working with children and helping them to learn and grow. I am always looking for new and innovative ways to create a stimulating and engaging learning environment for the children in my care.

I believe that these indicators of professionalism demonstrate that I am a highly qualified and dedicated childeare teacher who is committed to providing the best possible care for the children in may charge.

# Tab I: Professional Philosophy Statement

### Professional Philosophy Statement

- The creation of your Professional Portfolio concludes with the completion of the Professional Portfolio Statement.
- This task requires you to succinctly articulate your personal convictions and principles regarding early childhood education.

The final piece of the CDA Professional Portfolio is the Professional Philosophy Statement. It is a one- to two-page document that describes your approach to teaching, the methods they use, and their expertise.

A philosophy statement is not a resume. It is a description of your:

- Concept of teaching and learning
- How they teach and/or provide care to young children
- Why they teach or provide care in the way they do

Writing a Professional Philosophy Statement takes time and self-reflection. There is no right or wrong way to write one, but it should align with the Reflective Competency Statements. The ideas and approaches to teaching that you describe should be similar in both documents.

The philosophy statement can be written in paragraph form, created through visuals, or formatted as a question/answer format. However, it should be:

- Labeled with a heading and your name
- Clear and concise
- Spell-checked, written in full sentences, and grammatically correct
- Typed in 11-12-point font using Arial or Times New Roman
- No longer than 2 pages

To make your philosophy statement memorable and unique, include specific examples of your teaching and caregiving strategies. What sets you apart from other early childhood educators? What do you want the CDA Council to remember about you? How are you going to show them that you are intentional about supporting children's development and learning, and that you are committed to your career?

Finally, avoid the use of declarative statements such as "The only way that children learn is..." Instead, write about your experiences and your beliefs. When you "own" those statements, you appear more open to new and different ideas about teaching.

- Incorporate various teaching tactics and approaches to effectively demonstrate your
  presence in the classroom. Offer specific examples of your teaching and nurturing
  methods to help people visualize your daily interactions with children and gain a clear
  understanding of the learning environment you have established. Strive to make your
  approach memorable and distinctive.
- Highlight what sets you apart from others. Emphasize the aspects of your teaching style that you want the CDA Council to remember. Demonstrate your dedication to supporting children's development and learning by showcasing your deliberate efforts.
   Show the Council that you are committed to your career.
- Own and personalize your teaching philosophy. Steer clear of making absolute statements such as "The only way children learn is..." to avoid appearing as if you know everything or are resistant to new ideas. Instead, share your personal experiences and beliefs. By taking ownership of these statements, you convey a willingness to consider and embrace new and diverse teaching strategies.

A child care teacher's professional philosophy is the foundation upon which they build their approach to teaching and earing for young children. It encompasses their beliefs, values, and goals for both themselves and the children in their care. In this essay, I will discuss my own professional philosophy as a child care teacher and explain how it guides my interactions with children, their families, and my colleagues.

May philosophay as a child care teacher is rooted in the belief that everay child is unique, capable, and deserving of respect and support. I see children as competent individuals who are active participants in their own learning. I believe in creating a nurturing and inclusive environment that fosters their individual strengths and interests, while also promoting their social, emotional, cognitive, and physical development.

one of the key principles that undergins my philosophy is the importance of building positive relationships with the children in my care. I value the process of getting to know each child as an individual - their personalities, preferences, and learning styles. By doing so, I am able to create a safe and trusting environment where they feel secure, confident, and supported in their exploration and discovery.

I see masself as a facilitator of learning rather than a traditional instructor. I aim to provide children with a wide range of hands-on, open-ended experiences that allow them to explore, question, and make connections to the world around them. I believe in giving children the autonomost to make choices, problem-solve, and take risks. This not only fosters their independence and critical thinking skills but also allows them to develop a sense of ownership and pride in their achievements.

In line with my philosophy, I also believe in the importance of play as a crucial vehicle for learning in early childhood education. Play provides children with apportunities to engage in meaningful, self-directed activities that enhance their imagination, creativity, and problem-solving abilities. I am committed to providing a play-based curriculum that offers a balance of child-initiated and teacher-guided activities, allowing for both structured learning experiences and spontaneous explanation.

Aurthermore, I believe that families are integral partners in a child's education and development. I value the input and collaboration of parents and caregivers and strive to create a strong home-school connection. I am committed to establishing open and consistent lines of communication, and I actively involve families in their child's learning journess through regular updates, parent-teacher conferences, and collaborative decision-making.

Additionally, may philosophy as a child care teacher encompasses a commitment to professional growth and continuous learning. I believe in staying up-to-date with current research and best practices in early childhood education. I seek out professional development opportunities, attend workshops and conferences, and engage in reflective practices to enhance may skills and knowledge. I am also dedicated to fostering a collaborative and supportive professional environment amongst may colleagues, where we can share ideas, provide feedback, and learn from one another.

In conclusion, may professional philosophy as a child care teacher revolves around the belief that every child deserves to be respected, supported, and celebrated for their unique abilities and potential. I prioritize building positive relationships, providing open-ended play experiences, and involving families in their child's education. I strive for continuous professional growth and collaboration with may colleagues. Buy embracing this philosophy, I aim to create a nurturing and inclusive environment where children can thrive, grow, and develop a lifelong love of learning.

# CDA Verification Visit

You must bring your **completed** Professional Portfolio to your Verification Visit. Before the date of your Verification Visit, make sure to go through your Portfolio and confirm that all components—tabs, resources, samples, reflective and competency statements—are included in the Portfolio.

Make sure to keep your Professional Portfolio in a safe place until your Verification Visit. During the Verification Visit, the PD Specialist will review your Portfolio as part of the process.

Note: Do not send your Professional Portfolio to the CDA Council. The Council does not return any Portfolios.

# The CDA Credentialing Process

### The following is a list of prerequisites to apply for the CDA:

- 1. Obtain a high school diploma, GED, or an official document certifying that you are a high school junior or senior currently enrolled in an early childhood education program.
- 2. Purchase the CDA Competency Standards from the CDA Council, either online here or by phone at 1(800)424-4310. Please make sure to buy the appropriate book--infants and toddlers, preschool, family childcare, or home visitor--that best suits your needs.
- 3. Complete 120 hours of formal early childhood education training that goes over child development in the age group you are pursuing your credential in, as well as a minimum of 10 hours each in the eight CDA subject areas.

### Once the prerequisites are met, applicants should complete the following:

- 1. Within 6 months of applying:
  - o Gather reference materials and prepare your CDA Professional Portfolio as outlined in the CDA Competency Standards.
  - Contact a CDA Professional Development (PD) Specialist. They can be found online.
- 2. Within 3 years of applying:
  - Complete at least 480 hours of professional work experience with the age group of your credential application in a center-based setting.

# I've gotten all of my materials and I'm ready to apply. What do I need to do?

There are two ways of submitting your application, either through the online application at Your CDA or through the paper application provided in your CDA Competency Standards book. Please remember that there is a non-refundable, non-transferable application fee that must be submitted with your application. You can learn more about scholarships and other kinds of financial assistance here.

The CDA Council will contact you once your application has been reviewed and approved to move forward. A notification to set up a date and time for your CDA Verification Visit and CDA exam will be sent to you. You can locate a local testing site at the Pearson Vue website.

I've had my verification visit and taken the exam. What happens now?

Your scores for the verification visit and exam are submitted electronically by the CDA PD specialist and Pearson Vue, respectively. A CDA Council committee will review your assessment results and determine if your CDA credential should be awarded. If the committee decides to grant you the CDA credential, an official document will be mailed to you; should you not be granted one because you need more training, the council will advise you on the next steps to earn the credential.