



CDA Professional Portfolio

ChildCareEd

<https://www.ChildCareEd.com>

1(833)283-2241 (2TEACH1)

info@childcareed.com





Follow Us !

CURRENTLY GOING BY CHILDCAREED



CHILDcareED

Scan & Follow



Online CDA



Instructor Led Trainings



Discounts for Staff Training



Subscriptions



Childcareed.com

(833)283-2241

839 Quince Orchard Blvd, Suite E
Gaithersburg, MD 20878



Free resource developed by www.ChildCareED.com

Table of Contents

Introduction.....	4
Portfolio Materials.....	5
Resource Collection Documents.....	6
Reflective Competency Statements.....	7
Competency Goal Statements.....	8
CDA Professional Portfolio Cover Sheet.....	12
Tab A: CDA Education.....	14
Tab B: Family Questionnaires.....	15
Tab C: CDA Education.....	16
Tab D: Learning Experiences.....	24
Tab E: Bibliography.....	35
Tab F: Family Resources Guide.....	41
Tab G: Record Keeping.....	48
Tab H: State Agency Information.....	53
Tab I: Professional Philosophy Statement.....	58
The CDA Credentialing Process.....	63



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 Bag/File Box
 - a. File folder bag/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 [here](#). These resource materials must be ordered according to the Competency Goal area and numbered in order for the PD specialist to easily locate them during the CDA Verification Visit.



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.
 - 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.
 - 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:
 - 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.
2. Provide opportunities for social interaction.
3. 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):

CDA MY CDA® Professional Portfolio

Candidate ID Number _____ Candidate Name _____

Use the following checklist to ensure that you have included all the items listed below. You may check off each item in the far right column. Complete the "My CDA Professional Portfolio" sheet in the cover sheet inside your Portfolio. Please see pp. 12-19 for a detailed explanation.

Item	REQUIRED PORTFOLIO ITEM	
I	My CDA Professional Portfolio	<input type="checkbox"/>
A	Summary of My CDA Education (including transcripts, diplomas, certificates, and official documentation)	<input type="checkbox"/>
B	"Family Questionnaire" cover sheet followed by all completed, signed Family Questionnaires	<input type="checkbox"/>
C	"Reflective Dialogue Worksheet" (completed)	<input type="checkbox"/>
D	Resource Collection Items Competency Statement I CS I, including paragraphs CS I.a, CS I.b, CS I.c	<input type="checkbox"/>
E	Resource Collection Items Competency Statement II CS II, including paragraphs CS II.a, CS II.b, CS II.c, CS II.d	<input type="checkbox"/>
F	Resource Collection Items Competency Statement III CS III, including paragraphs CS III.a, CS III.b	<input type="checkbox"/>
G	Resource Collection Items Competency Statement IV CS IV, including paragraphs CS IV.a, CS IV.b, CS IV.c	<input type="checkbox"/>
H	Resource Collection Items Competency Statement V CS V, including paragraphs CS V.a, CS V.b	<input type="checkbox"/>
I	Resource Collection Items Competency Statement VI CS VI, including paragraphs CS VI.a, CS VI.b	<input type="checkbox"/>
J	Professional Philosophy Statement	<input type="checkbox"/>

As well as original Statements written by me that reflect my values, the children and families in my care.

Candidate Signature _____ Date _____



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:

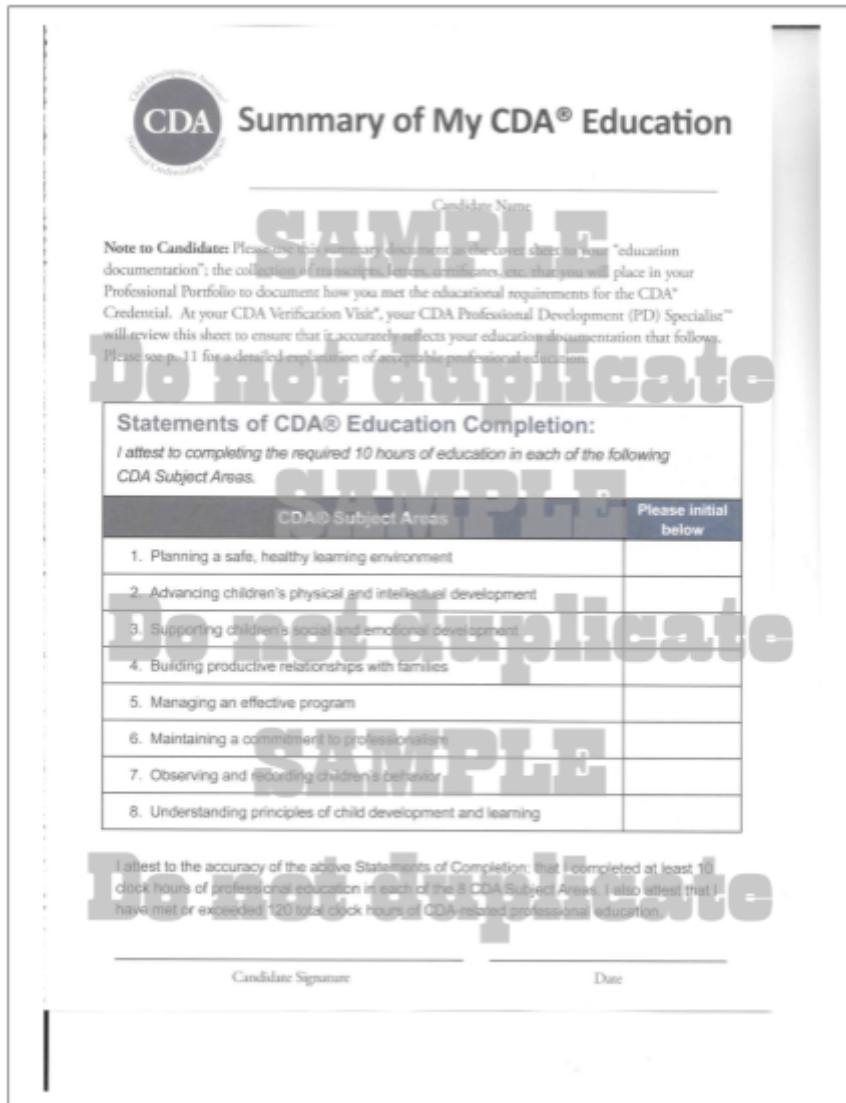
1. Open the CDA Competency Standards Book
2. Turn to page 132.
3. Look for the section titled "My CDA Education Cover Sheet."

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:



The image shows a form titled "Summary of My CDA® Education" with the CDA logo. It includes a "Candidate Name" field, a "Note to Candidate" explaining the form's purpose, and a table for "Statements of CDA® Education Completion". The table has two columns: "CDA® Subject Areas" and "Please initial below". The subject areas listed are: 1. Planning a safe, healthy learning environment; 2. Advancing children's physical and intellectual development; 3. Supporting children's social and emotional development; 4. Building productive relationships with families; 5. Managing an effective program; 6. Maintaining a commitment to professionalism; 7. Observing and recording children's behavior; 8. Understanding principles of child development and learning. Below the table is a signature line and a date field.

CDA Summary of My CDA® Education

Candidate Name: _____

Note to Candidate: Please use this summary document as the cover sheet to your "education documentation", the collection of transcripts, letters, certificates, etc. that you will place in your Professional Portfolio to document how you met the educational requirements for the CDA® Credential. At your CDA Verification Visit®, your CDA Professional Development (PD) Specialist™ will review this sheet to ensure that it accurately reflects your education documentation that follows. Please see p.11 for a detailed explanation of acceptable professional education.

Statements of CDA® Education Completion:
I attest to completing the required 10 hours of education in each of the following CDA Subject Areas.

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

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

Candidate Signature

Date

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

Conditions Copy as needed

CDA Family Questionnaire

Introduction

The Council for Professional Recognition (CPR) and the National Child Development Association (NCDA) are pleased to announce that you have a significant professional challenge. To become a CDA Professional Development Specialist, you must have a required amount of early childhood education experience and a minimum of 120 hours of approved working by a skilled professional (a CDA Professional Development (PD) Specialist) and must pass the national CDA Exam.

The process of getting a CDA is a professional development experience which candidates reflect on years of strength and growth in their professional practice. Feedback from the CDA Professional Development Specialist (PDS) is a key component of this process. Your PDS will provide you with feedback that may help the candidate continue to grow as a professional.

Please know that:

- a) Completing this questionnaire is a requirement for the CDA Exam. Feedback will only be read by the candidate's PDS. The candidate's PDS will provide you with feedback that may help the candidate continue to grow as a professional.
- b) You may provide your feedback anonymously if you so choose.

If you choose to complete the questionnaire, please return it to the address below.

Family Questionnaire

Each of the following topics relates to key areas of quality early childhood professional practice as outlined by the Council for Professional Recognition. For each area, please rate the candidate on a scale of 1 – 5 in which 1 = Needs improvement, 2 = Needs improvement, 3 = Satisfactory Competency and 4 = Very capable/area of expertise.

The Candidate:

1. Provides a safe, clean environment for my child and teaches her/him how to stay safe. 1 2 3 4 5
2. Provides a safe, clean environment for my child and teaches her/him how to stay safe. 1 2 3 4 5

Conditions Copy as needed

CDA Family Questionnaire

Introduction

The Council for Professional Recognition (CPR) and the National Child Development Association (NCDA) are pleased to announce that you have a significant professional challenge. To become a CDA Professional Development Specialist, you must have a required amount of early childhood education experience and a minimum of 120 hours of approved working by a skilled professional (a CDA Professional Development (PD) Specialist) and must pass the national CDA Exam.

The process of getting a CDA is a professional development experience which candidates reflect on years of strength and growth in their professional practice. Feedback from the CDA Professional Development Specialist (PDS) is a key component of this process. Your PDS will provide you with feedback that may help the candidate continue to grow as a professional.

Please know that:

- a) Completing this questionnaire is a requirement for the CDA Exam. Feedback will only be read by the candidate's PDS. The candidate's PDS will provide you with feedback that may help the candidate continue to grow as a professional.
- b) You may provide your feedback anonymously if you so choose.

If you choose to complete the questionnaire, please return it to the address below.

Family Questionnaire

Each of the following topics relates to key areas of quality early childhood professional practice as outlined by the Council for Professional Recognition. For each area, please rate the candidate on a scale of 1 – 5 in which 1 = Needs improvement, 2 = Needs improvement, 3 = Satisfactory Competency and 4 = Very capable/area of expertise.

The Candidate:

1. Provides a safe, clean environment for my child and teaches her/him how to stay safe. 1 2 3 4 5
2. Provides a safe, clean environment for my child and teaches her/him how to stay safe. 1 2 3 4 5

Spanish

Conditions Copy as needed for any Special-speaking families

CDA Cuestionario para la Familia

Introducción

El Consejo para el Reconocimiento Profesional (CPR) y la Asociación Nacional del Desarrollo Infantil (NCDA) están encantados de anunciar que usted tiene un desafío profesional importante. Para convertirse en un Especialista en Desarrollo Profesional (PDS) de la CDA, usted debe tener una cantidad requerida de experiencia en educación infantil y debe presentar un Perfil de Profesionalidad (PDS) que sea evaluado por un profesional calificado (un Especialista en Desarrollo Profesional) y debe pasar el Examen Nacional de la CDA.

El proceso para obtener la certificación CDA es una experiencia de desarrollo profesional en la que los candidatos reflexionan sobre años de fuerza y crecimiento en su práctica profesional. La retroalimentación del Especialista en Desarrollo Profesional (PDS) es un componente clave de este proceso. Su PDS le proporcionará retroalimentación que puede ayudar al candidato a continuar su desarrollo como profesional.

Por favor, sepa que:

- a) Completar este cuestionario es un requisito para el Examen Nacional de la CDA. La retroalimentación solo será leída por el PDS del candidato. Su PDS le proporcionará retroalimentación que puede ayudar al candidato a continuar su desarrollo como profesional.
- b) Usted puede brindar su retroalimentación de manera anónima, si lo desea.

Si usted elige completar el cuestionario, debe devolverlo al candidato antes del _____.

Cuestionario para la Familia

Cada uno de los siguientes temas se relaciona con las áreas clave de la práctica profesional de calidad en educación infantil, tal como se define por el Consejo para el Reconocimiento Profesional. Para cada área, por favor califique al candidato en una escala de 1 – 5 en la cual: 1 = Necesita mejorar/Área que necesita desarrollo profesional, 2 = Necesita mejorar/Área que necesita desarrollo profesional, 3 = Satisfactoria Competencia y 4 = Muy capaz/Área de experiencia.

El Candidato:

1. Brinda un ambiente seguro para mi hijo/a y le enseña cómo permanecer seguro. 1 2 3 4 5
2. Brinda un ambiente seguro para mi hijo/a y le enseña cómo permanecer seguro. 1 2 3 4 5

Conditions Copy as needed for any Special-speaking families

CDA Cuestionario para la Familia

Introducción

El Consejo para el Reconocimiento Profesional (CPR) y la Asociación Nacional del Desarrollo Infantil (NCDA) están encantados de anunciar que usted tiene un desafío profesional importante. Para convertirse en un Especialista en Desarrollo Profesional (PDS) de la CDA, usted debe tener una cantidad requerida de experiencia en educación infantil y debe presentar un Perfil de Profesionalidad (PDS) que sea evaluado por un profesional calificado (un Especialista en Desarrollo Profesional) y debe pasar el Examen Nacional de la CDA.

El proceso para obtener la certificación CDA es una experiencia de desarrollo profesional en la que los candidatos reflexionan sobre años de fuerza y crecimiento en su práctica profesional. La retroalimentación del Especialista en Desarrollo Profesional (PDS) es un componente clave de este proceso. Su PDS le proporcionará retroalimentación que puede ayudar al candidato a continuar su desarrollo como profesional.

Por favor, sepa que:

- a) Completar este cuestionario es un requisito para el Examen Nacional de la CDA. La retroalimentación solo será leída por el PDS del candidato. Su PDS le proporcionará retroalimentación que puede ayudar al candidato a continuar su desarrollo como profesional.
- b) Usted puede brindar su retroalimentación de manera anónima, si lo desea.

Si usted elige completar el cuestionario, debe devolverlo al candidato antes del _____.

Cuestionario para la Familia

Cada uno de los siguientes temas se relaciona con las áreas clave de la práctica profesional de calidad en educación infantil, tal como se define por el Consejo para el Reconocimiento Profesional. Para cada área, por favor califique al candidato en una escala de 1 – 5 en la cual: 1 = Necesita mejorar/Área que necesita desarrollo profesional, 2 = Necesita mejorar/Área que necesita desarrollo profesional, 3 = Satisfactoria Competencia y 4 = Muy capaz/Área de experiencia.

El Candidato:

3. Brinda actividades, materiales y horarios que fomentan el desarrollo y la educación de mi hijo/a. 1 2 3 4 5
4. Utiliza actividades, materiales y equipo que permiten a mi hijo/a desarrollar las habilidades de su desarrollo (sus temas de interés). 1 2 3 4 5
5. Utiliza actividades, materiales y equipo que permiten a mi hijo/a desarrollar las habilidades de su desarrollo (sus temas de interés). 1 2 3 4 5
6. Ayuda a mi hijo/a aprender cómo comunicarse y le presenta los recursos literarios de lectura y escritura. 1 2 3 4 5
7. Ayuda a mi hijo/a aprender cómo comunicarse y le presenta los recursos literarios de lectura y escritura. 1 2 3 4 5
8. Ayuda a mi hijo/a aprender cómo comunicarse y le presenta los recursos literarios de lectura y escritura. 1 2 3 4 5
9. Ayuda a mi hijo/a aprender cómo comunicarse y le presenta los recursos literarios de lectura y escritura. 1 2 3 4 5
10. Utiliza actividades, materiales y equipo que permiten a mi hijo/a desarrollar las habilidades de su desarrollo (sus temas de interés). 1 2 3 4 5
11. Establece relaciones positivas, receptivas y cooperativas conmigo y los miembros de nuestra familia. 1 2 3 4 5
12. Establece relaciones positivas, receptivas y cooperativas conmigo y los miembros de nuestra familia. 1 2 3 4 5
13. Establece relaciones positivas, receptivas y cooperativas conmigo y los miembros de nuestra familia. 1 2 3 4 5
14. Ofrece una experiencia de aprendizaje enriquecedora y significativa para mi hijo/a en su entorno de aprendizaje. 1 2 3 4 5

Gracias por tomar tiempo para apoyar el crecimiento profesional del candidato. Si le gustaría brindar comentarios adicionales, por favor no dude en adjuntarlos a este cuestionario.

COUNCIL FOR PROFESSIONAL RECOGNITION



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 I-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

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

RC I-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 family child care credential, your menu should be designed for children ages birth 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

Infant and Toddler WEEKLY LESSON PLAN					
Week of _____	Theme _____				
	Monday	Tuesday	Wednesday	Thursday	Friday
Whole group Opening					
Language Arts & Writing					
Science, Social Studies					
Math					
Arts and Crafts (Fine motor skills)					
Gross motor activities					

 Free resource developed by www.ChildCareED.com



Sample:

Mixed Ages Weekly Menu					
	Weekly Menu				
	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Birth-5 months 4-6 fluid ounces breastmilk or formula	4-6 fluid ounces breastmilk or formula	4-6 fluid ounces breastmilk or formula	4-6 fluid ounces breastmilk or formula	4-6 fluid ounces breastmilk or formula
6-11 months	6-8 fluid ounces breastmilk or formula 1/3 ounce infant cereal 2 tablespoons cereal	6-8 fluid ounces breastmilk or formula 2 ounces of cheese 2 tablespoons strawberries	6-8 fluid ounces breastmilk or formula 1/2 cup of yogurt 2 tablespoons sweet potatoes	6-8 fluid ounces breastmilk or formula 1/2 ounce whole-grain cereal 2 tablespoons green beans	6-8 fluid ounces breastmilk or formula 4 ounces of cottage cheese 2 tablespoons mango
1-2 years	4 fluid ounces of 1% milk 1/4 cup banana 1/2 ounce whole-grain breakfast cereal	4 fluid ounces of 1% milk 1/4 cup apple 1/2 ounce scrambled egg	4 fluid ounces of 1% milk 1/4 cup strawberries 1/2 ounce whole-grain breakfast cereal	4 fluid ounces of 1% milk 1/4 cup blueberries 1/2 ounce whole-grain fruit bar	4 fluid ounces of 1% milk 1/4 cup cantaloupe 1/2 ounce whole-grain pancake
Preschool	6 fluid ounces of 1% milk 1/2 cup banana 1/2 ounce whole-grain breakfast cereal	6 fluid ounces of 1% milk 1/2 cup apple 1/2 ounce scrambled egg	6 fluid ounces of 1% milk 1/2 cup strawberries 1/2 ounce whole-grain breakfast cereal	6 fluid ounces of 1% milk 1/2 cup blueberries 1/2 ounce whole-grain fruit bar	6 fluid ounces of 1% milk 1/2 cup cantaloupe 1/2 ounce whole-grain pancake

Free resource developed by www.ChildCareED.com

Age Group	Birth-5 months	6-11 months	1-2 years	Preschool
	4-6 fluid ounces breastmilk or formula	4-6 fluid ounces breastmilk or formula	4-6 fluid ounces breastmilk or formula	4-6 fluid ounces breastmilk or formula
6-11 months	2-4 fluid ounces breastmilk or formula 1/3 ounce whole-grain bread 2 tablespoons strawberries	2-4 fluid ounces breastmilk or formula 1/3 ounce infant cereal 2 tablespoons strawberries	2-4 fluid ounces breastmilk or formula 1/2 ounce whole-grain crackers 2 tablespoons broccoli	2-4 fluid ounces breastmilk or formula 1/2 ounce whole-grain bread 2 tablespoons watermelon
1-2 years	4 fluid ounces of 1% milk 1/4 cup Orange Slices 1/2 ounce Corn muffin	4 fluid ounces of 1% milk 1/4 cup Yogurt 1/4 cup Blueberries 1/2 ounce Granola	4 fluid ounces of 1% milk 1/4 cup Sunflower butter 1/2 cup Apple slices	4 fluid ounces of 1% milk 1/4 cup Whole-Grain Cereal 1/2 cup Mango
Preschool	4 fluid ounces of 1% milk 1/4 cup Orange Slices 1/2 ounce Corn muffin	4 fluid ounces of 1% milk 1/4 cup Yogurt 1/4 cup Blueberries 1/2 ounce Granola	4 fluid ounces of 1% milk 1/4 cup Sunflower butter 1/2 cup Apple slices	4 fluid ounces of 1% milk 1/4 cup Whole-Grain Cereal 1/2 cup Mango

Free resource developed by www.ChildCareED.com

Meal	Birth-5 months	6-11 months	1-2 years
Lunch	4-6 fluid ounces breastmilk or formula	4-6 fluid ounces breastmilk or formula	4-6 fluid ounces breastmilk or formula
6-11 months	6-8 fluid ounces breastmilk or formula 2 ounces of cheese 2 tablespoons applesauce	6-8 fluid ounces breastmilk or formula 4 ounces of cottage cheese 2 tablespoons mango	6-8 fluid ounces breastmilk or formula 1/2 cup of yogurt 2 tablespoons sweet potatoes
1-2 years	4 fluid ounces of 1% milk Spaghetti (1/2 ounce) 100% Beef Meatballs (1 ounce) Organic Tomato Sauce 1/4 cup carrots 1/4 cup strawberries	4 fluid ounces of 1% milk Cheese Noodle Soup (1/2 ounce) Minion Cheese (1 ounce) 1/4 cup Organic Baby Carrots 1/4 cup Sliced Oranges	4 fluid ounces of 1% milk Crunchy Fish Sticks (1 ounce) Sandwiches on Whole Grain Bread (1/2 ounce) 1/4 cup celery 1/4 cup banana

Free resource developed by www.ChildCareED.com

Meal	Preschool	6-11 months	1-2 years
Preschool	6 fluid ounces of 1% milk Spaghetti (1/2 ounce) 100% Beef Meatballs (1 ounce) Organic Tomato Sauce 1/4 cup carrots 1/4 cup strawberries	6 fluid ounces of 1% milk Chinese Noodle Soup (1/2 ounce) American Cheese (1 ounce) 1/4 cup Organic Baby Carrots 1/4 cup Sliced Oranges	6 fluid ounces of 1% milk Sliced Turkey (1/2 ounce) Sandwiches on Whole Grain Bread (1/2 ounce) 1/4 cup celery 1/4 cup banana
Pre-break	4-6 fluid ounces breastmilk or formula	4-6 fluid ounces breastmilk or formula	4-6 fluid ounces breastmilk or formula
6-11 months	2-4 fluid ounces breastmilk or formula 1/3 ounce whole-grain bread 2 Top carrot	2-4 fluid ounces breastmilk or formula 1/3 ounce whole-grain crackers 2 Top green beans	2-4 fluid ounces breastmilk or formula 1/2 ounce whole-grain bread 2 Top bananas
1-2 years	4 fluid ounces of 1% milk 1/4 cup Grahams crackers 2 Top Peanut butter	4 fluid ounces of 1% milk 1/4 ounce Pretzels 1/4 ounce Cheddar cheese	4 fluid ounces of 1% milk 1/4 cup Yogurt 1/4 cup Blackberries

Free resource developed by www.ChildCareED.com

1-2 years	4 fluid ounces of 1% milk 1/4 ounce Grahams crackers 2 Top Peanut butter	4 fluid ounces of 1% milk 1/4 ounce Pretzels 1/4 ounce Cheddar cheese	4 fluid ounces of 1% milk 1/4 of a large egg 1/4 cup grapes	4 fluid ounces of 1% milk 1/4 cup Yogurt 1/4 cup Blackberries	4 fluid ounces of 1% milk 1/4 ounce Cheese cubes 1/4 ounce whole-grain Crackers
Preschool	4 fluid ounces of 1% milk 1/4 ounce Grahams crackers 2 Top Peanut butter	4 fluid ounces of 1% milk 1/4 ounce Pretzels 1/4 ounce Cheddar cheese	4 fluid ounces of 1% milk 1/4 of a large egg 1/4 cup grapes	4 fluid ounces of 1% milk 1/4 cup Yogurt 1/4 cup Blackberries	4 fluid ounces of 1% milk 1/4 ounce Cheese cubes 1/4 ounce whole-grain Crackers

Free resource developed by www.ChildCareED.com



Competency Statement I

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	<i>Area 1.</i> Candidate provides a safe environment and teaches children safe practices to prevent and reduce injuries. <i>Area 2.</i> Candidate provides an environment that promotes health and prevents illness and teaches children about good nutrition and practices that promote wellness. <i>Area 3.</i> 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 toddlers, who are still developing their motor skills and cognitive abilities. They are also more vulnerable to injury 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 healthy 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.

CS I a: Sample Menu (from RC 1-2)

Write a reflection statement on the sample menu provided for the Resource Collection 1-2. This is a menu that you have either designed yourself 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 fruit 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 1 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 cozy nooks 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. I'm also lucky to have a great team of teachers and staff who are always there to lend a helping hand. I know that I'm making a difference in the lives of the children in my classroom. I see them 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 childproof the classroom by removing all 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 provide a variety of safe and age-appropriate toys and materials for children to explore. I am mindful of space and provide children with plenty of opportunities 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 children's words. I believe that by taking all of these steps, I can create a safe, healthy, and enriching learning environment for all children.



CS 1 c: Weekly Plan

Write a reflection on the weekly plan sample provided in Resource Collection 1-3. 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 fingerpainting 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 child-centered. 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:


Weekly Lesson Plan					
Age Group:					
Weekly Theme:					
Developmental Domains:					
Cognitive:					
Language:					
Motor:					
Social-emotional:					
	Monday	Tuesday	Wednesday	Thursday	Friday
Large group:					
Small group:					
Outdoor activity:					
Accommodations	For children who are deaf or hard of hearing: For children who are blind or visually impaired: For children with motor disabilities: For children with cognitive disabilities:				
Dramatic play:					
Fine/gross motor					
Library:					
Sand/water table:					
Art:					


 Free resource developed by www.ChildCareED.com



Sample:

Weekly Lesson Plan – Ages 2-6		Theme: Animals			
Developmental Domains:					
Cognitive: Children will learn about different animals and their habitats.					
Language: Children will listen to and tell animal stories.					
Gross Motor: Children will participate in gross motor activities, such as playing 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	Wednesday	Thursday	Friday
Large group:	Play a guessing game where children have to guess the animal by its appearance or sound.	Animal charades: Divide the children into two teams. Have one child from each team act out an animal for their team to guess. The first team to guess the animal correctly gets a point.	Animal bingo: Make bingo cards with pictures of different animals. Have the children cover the pictures as they are called out. The first child to get five in a row wins.	Animal music video: Play a song about animals and have the children act out the lyrics.	Animal storytime: Read a story about animals to the children. After the story, have the children talk about what they liked about the story and what they learned.
Small group:	Read animal stories and talk about the animals' habitats.	Animal sorting: Gather a variety of animal toys or pictures and have the children sort them by different categories, such as size, color, or type of animal.	Animal matching: Make a set of animal cards with two pictures of each animal. Have the children match the cards to create pairs.	Animal puzzles: Give each child a puzzle with a picture of an animal. Have the children work together to put the puzzle together.	Animal lotto: Make lotto boards with pictures of different animals. Have the children cover the pictures as they are called out. The first child to cover all of their pictures wins.
Outdoor activity:	Animal tracking: Go for a walk in a nature area and look for animal tracks. Have the children identify the different animals that might have made the tracks.	Play animal tag or other animal-themed games.	Animal hide-and-seek: Hide animal toys or pictures around the yard or playground. Have the children try to find them all.	Animal shadow puppets: Make shadow puppets of different animals. Have the children hold up the puppets and make them move.	Animal scavenger hunt: Make a list of different animals that the children might see in the area. Have the children walk around and try to find all of the animals on the list.


 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 difficulty 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. For children who have difficulty with reading, provide them with picture books or books with simple text.
Dramatic play:	Set up a zoo or animal sanctuary. Provide a variety of animal toys and props for children to use.
Fine/gross motor	Make animal masks or puppets. Provide pre-cut materials or help children with their projects as needed.
Library:	Read animal books and sing animal songs. Provide a variety of animal books and songs for children to enjoy.
Math:	Count and sort animal toys.
Art:	Provide art materials and encourage children to create art projects that involve animals.


 Free resource developed by www.ChildCareED.com



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. mixed ages, infants, toddlers, 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*

Reflective Statement of Competence #2:

Competency Standard II: To advance physical and intellectual competence

- *CS II a: Learning Experiences*
- *CS II a: Learning Experiences*
- *CS II a: Learning Experiences*
- *CS 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:

Lesson Plan	
Theme:	
Classroom:	
Teacher:	
Learning Objective(s)	
Materials	
Procedures	
Individualized Supports	
Modifications and extension activities for different age groups <small>(adjust learning objectives as necessary)</small>	
How this lesson is developmentally appropriate	

Observations: (record observations of strengths and areas of need for each child):



RC II-1: Science/Sensory

Science/ Sensory Lesson Plan for Mixed Ages

Learning Objective:

- Children will learn about the different textures of materials through sensory play.
- Children will use their senses of sight, touch, smell, taste, and hearing to explore different materials.
- Children will be able to identify and describe the different textures of materials.


Materials:

- A variety of materials with different textures, such as water, mud, flour, beans, rice, shaving cream, slime, Play-Doh, etc.
- Containers for the materials.
- Towels or mats for children to sit on.
- Pictures of different textures.
- Chart paper or whiteboard.
- Markers.

Procedure:

1. Gather the children in a circle and introduce the lesson. Explain that they will be learning about the different textures of materials through sensory play.
2. Set up the materials in different areas of the room. Make sure to have a variety of textures for children to explore.
3. Invite the children to explore the materials. Encourage them to use their senses of sight, touch, smell, taste, and hearing to explore the different textures.
4. As children are exploring, ask them to describe the different textures they are feeling. You can also use pictures of different textures to help children identify the textures.
5. After children have had a chance to explore the materials, gather them back in a circle. Review the different textures that they explored. You can also create a chart or list of the different textures.
6. End the lesson by singing a song about textures or reading a book about textures.

Assessment:

 Free resource developed by www.ChildCareED.com


- Observe children as they are exploring the materials. Are they using their senses to explore the textures? Are they able to identify and describe the different textures?
- Collect children's artwork or writing about the different textures. This will assess their understanding of the different textures.
- Ask children questions about the different textures. This will assess their knowledge of the different textures.

Differentiation:

- For younger children, provide more concrete materials to explore. For example, you could provide them with different types of food to touch and feel.
- For older children, you could challenge them to find objects in the classroom that have the same texture as the materials they are exploring.
- You could also provide children with opportunities to create their own sensory materials. For example, they could mix different ingredients together to make slime or dough.

Extension Activities:

- Have children create a texture book. They can draw pictures of different textures and write about how they feel.
- Have children make a texture collage. They can collect different materials with different textures and glue them to a piece of paper.
- Have children play a texture matching game. You can create a set of cards with pictures of different textures. Children can match the cards to the actual materials.

 Free resource developed by www.ChildCareED.com

RC II-2: Language and Literacy

Language and Literacy Lesson Plan for Mixed Ages

Objective:

- To introduce children of mixed ages to the concept of rhyming words.
- To encourage them to use their senses of sight, hearing, and touch.
- To help them develop fine motor skills.

Materials:


- A variety of rhyming words, such as catfish, dogfish, and codfish.
- A variety of props, such as pictures, objects, and songs, that can be used to illustrate the rhyming words.
- A comfortable area for the children to sit and participate in the activities.

Procedure:

1. Gather the children in a comfortable area.
2. Introduce the concept of rhyming words by reading a book of rhyming poems or songs.
3. Show the children the different rhyming words and talk about them. Point to the pictures and touch the objects that they see.
4. Ask the children to find other rhyming words. You can give them hints, such as starting with the same sound or ending with the same sound.
5. Act out the rhyming words with the props. This will help the children to understand the words and to use their imaginations.
6. Repeat the rhyming words several times. This will help the children to remember the words and to learn new vocabulary.

Extension Activities:

- Make a rhyming game board. Cut out pictures of rhyming words and place them on a piece of cardboard. Have the children take turns rolling a die and placing the corresponding picture on the game board. If the two pictures rhyme, the child gets a point. The first child to reach a certain number of points wins the game.
- Go on a nature walk and collect different objects that rhyme.
- Make a sensory bin filled with different objects that rhyme. Let the children explore the bin and see if they can find the rhyming pairs.


 Free resource developed by www.ChildCareED.com

Assessment:

- Observe the children as they participate in the activities. Do they seem interested in the rhyming words? Are they using their senses of sight, hearing, and touch? Are they developing fine motor skills?
- Ask the children questions about the rhyming words. Do they know what rhyming words are? Can they find rhyming pairs?
- Keep track of the rhyming words that the children have learned. This will help you to see what they are interested in and to make recommendations for new words.

Differentiation:

- For younger children, you can simplify the activities by using fewer rhyming words and providing more support. For example, you could hold the child's hand as you point to the pictures of rhyming words.
- For older children, you can challenge them by providing more rhyming words and giving them more freedom to explore. You could also ask them more complex questions about the rhyming words.

 Free resource developed by www.ChildCareED.com



RC II-3: Creative Arts

Creative Arts Lesson Plan for Mixed Ages

Learning Objective:


- Children will create their own artwork using different materials and techniques.
- Children will express their creativity and imagination through their artwork.
- Children will develop their fine motor skills and hand-eye coordination.
- Children will learn to work together and collaborate on a project.

Materials:

- A variety of materials for creating art, such as paint, crayons, markers, colored pencils, construction paper, tissue paper, glitter, feathers, pom-poms, etc.
- Containers for the materials.
- Towels or mats for children to sit on.
- Pictures of different artworks.
- Chart paper or whiteboard.
- Markers.

Procedure:

- Gather the children in a circle and introduce the lesson. Explain that they will be creating their own artwork using different materials and techniques.
- Show the children pictures of different artworks. Ask them to describe the different artworks and what they like about them.
- Set up the materials in different areas of the room. Make sure to have a variety of materials and techniques for children to explore.
- Invite the children to create their own artwork. Encourage them to use their imagination and creativity to create their artwork.
- As children are creating their artwork, talk to them about what they are doing. Ask them to describe their artworks and what they like about them.
- After children have had a chance to create their artwork, gather them back in a circle. Review the different artworks that were created. You can also create a gallery of the artworks.
- End the lesson by singing a song about creativity or reading a book about creativity.

 Free resource developed by www.ChildCareED.com

Assessment:


- Observe children as they are creating their artwork. Are they using their imagination and creativity to create their artwork? Are they able to describe their artworks and what they like about them?
- Collect children's artwork. This will assess their understanding of the different materials and techniques.
- Ask children questions about their artworks. This will assess their knowledge of the different materials and techniques.
- Observe how children work together and collaborate on the project. Are they able to share materials and ideas? Are they able to help each other?

Differentiation:

- For younger children, provide more concrete materials to explore. For example, you could provide them with different types of food to touch and feel.
- For older children, you could challenge them to create more complex artwork using different materials and techniques. For example, they could paint a picture using different textures of paintbrushes.
- You could also provide children with opportunities to explore the different materials and techniques outdoors. For example, they could paint with natural materials, such as leaves and flowers.

Extension Activities:

- Have children create a book of their artworks. They can draw pictures of their artworks and write about them.
- Have children make a collage of their artwork. They can collect different materials and glue them to a piece of paper.
- Have children play an art game. You can create a set of cards with pictures of different artworks. Children can match the cards to the actual artwork.
- Have children create a mural or sculpture together. This will allow them to work together and collaborate on a larger project.

 Free resource developed by www.ChildCareED.com

RC II-4: Fine Motor/Indoor Activity

Fine Motor Indoor Activity Lesson Plan for Mixed Ages

Subject: Fine Motor Skills

Age Group: Mixed Ages

Lesson objectives:

- Children will use their fine motor skills to create animal art projects.
- Children will learn about different animal shapes and textures.
- Children will have fun and be creative.

Materials:


- Different types of paper, such as construction paper, tissue paper, and felt.
- Scissors
- Glue
- Crayons or markers
- Animal shapes, such as circles, triangles, and squares.
- Different textures, such as sandpaper, fur, and feathers.
- Small manipulatives, such as beads, buttons, and sequins.

Instructions:

1. Show the children the different types of paper and textures.
2. Explain that they will be using these materials to create animal art projects.
3. Have the children choose a piece of paper and a texture.
4. Help them cut out the animal shapes they want to use.
5. Have them glue the shapes onto the paper.
6. Let them use crayons or markers to decorate their art projects.
7. Encourage them to add small manipulatives to their art projects.
8. When they are finished, display their art projects in the classroom.

Assessment:

- Observe children's ability to use their fine motor skills to cut out shapes and glue them onto paper.


 Free resource developed by www.ChildCareED.com

Differentiation:

- For children who have difficulty with fine motor skills, provide them with pre-cut shapes or help them with their projects as needed.
- For children who are ready for a challenge, encourage them to create more complex animal art projects.
- You can also extend this activity by having children create a story about their animal art projects.

Here are some additional tips for planning a fine motor skills activity for mixed ages:

- Choose materials that are appropriate for the different age groups. For example, younger children may need larger pieces of paper and simpler shapes to cut out.
- Provide a variety of materials so that children can choose what they are interested in working with.
- Break the activity down into smaller steps so that children can complete it successfully.
- Offer help and support as needed, but allow children to do as much as they can independently.
- Praise children's efforts and creativity.

 Free resource developed by www.ChildCareED.com



RC II-5: Gross Motor/Outdoor Activity

Gross Motor Outdoor Activity Lesson Plan for Mixed Ages

Subject: Gross Motor Skills

Age Group: Mixed Ages

Lesson objectives:

- Children will participate in gross motor activities that promote balance, coordination, and strength.
- Children will have fun and be active.
- Children will learn about teamwork and cooperation.

Materials:

- Hula hoops
- Obstacle course (optional)
- Music (optional)
- Large ball

Instructions:


- Set up a course of hula hoops in a variety of sizes and sizes.
- Have the children jump, hop, skip, or crawl through the hula hoops.
- If desired, you can play music to help the children move to the beat.
- You can also use an obstacle course in the activity, such as a balance beam or a tunnel.
- Divide the children into teams and have them work together to complete the obstacle course.
- When the children are finished, they can have a cool-down period by walking or running around.

Assessment:

- Observe children's ability to participate in gross motor activities that promote balance, coordination, and strength.
- Observe children's enjoyment of the activity.
- Observe children's ability to work together as a team.

Differentiation:

- For children who have difficulty with gross motor skills, provide them with smaller hula hoops or modify the obstacle course.
- For children who are ready for a challenge, encourage them to do more complex movements, such as jumping through the hula hoops with their eyes closed.

 Free resource developed by www.ChildCareED.com

- For children who are shy or have difficulty working with others, pair them up with a partner who is more outgoing.

Here are some additional tips for planning a gross motor activity for mixed ages:

- Choose activities that are appropriate for the different age groups. For example, younger children may need simpler activities with fewer obstacles.
- Provide a variety of activities so that children can choose what they are interested in doing.
- Make sure the activities are safe and that children have enough space to move around.
- Offer help and support as needed, but allow children to do as much as they can independently.
- Praise children's efforts and participation.

 Free resource developed by www.ChildCareED.com

RC II-6: Self-Concept

Self-Concept Activity Lesson Plan for Mixed Ages

Subject: Self-Concept

Age Group: Mixed Ages

Lesson objectives:

- Children will identify their own strengths and weaknesses.
- Children will feel good about themselves and their abilities.
- Children will be able to express their feelings in a positive way.

Materials:

- Whiteboard or large piece of paper
- Markers or crayons
- Pictures of different people doing different activities
- Worksheets or activities that focus on self-esteem
- Construction paper
- Scissors
- Glue
- Magazines

Instructions:

1. Start by asking the children to identify their strengths and weaknesses. You can do this by asking them questions like, "What are you good at?" or "What do you like about yourself?"
2. Once the children have identified their strengths and weaknesses, have them draw a picture of themselves on the whiteboard or piece of paper. Encourage them to include things in their picture that represent their strengths and weaknesses.
3. Next, show the children pictures of different people doing different activities. Ask them to identify the people in the pictures who are doing things that they are good at.
4. Finally, have the children cut out pictures from magazines that represent their strengths and weaknesses. Have them glue the pictures onto construction paper to create a collage.

 Free resource developed by www.ChildCareED.com

Assessment:


- Observe children's ability to identify their own strengths and weaknesses.
- Observe children's feelings about themselves and their abilities.
- Observe children's ability to express their feelings in a positive way.

Differentiation:

- For children who are struggling to identify their strengths and weaknesses, you can provide them with a list of possible strengths and weaknesses.
- For children who are ready for a challenge, you can have them write a paragraph about their strengths and weaknesses.
- For children who are shy or have difficulty expressing their feelings, you can have them draw a picture of their feelings instead of writing about them.

Additional activities:

- Self-esteem bingo: Make bingo cards with pictures of different people doing different activities. Have the children mark off the pictures that represent their strengths and weaknesses.
- Self-esteem scavenger hunt: Have the children go on a scavenger hunt to find things that represent their strengths and weaknesses.
- Self-esteem journal: Have the children keep a journal where they can write about their strengths and weaknesses, their goals, and their feelings.

 Free resource developed by www.ChildCareED.com



RC II-7: Emotional Skills/Regulation

Emotional Skills/Self-Regulation Activity Lesson Plan for Infants and Toddlers

Subject: Emotional Skills/Self-Regulation

Age Group: Infant/Toddler

Learning Objectives:

- To help the child identify and express their emotions.
- To teach the child coping mechanisms for dealing with difficult emotions.
- To help the child develop self-control.

Materials:

- A variety of facial expression cards or pictures.
- A stuffed animal or doll.
- A safe space to play.

Procedure:

1. Gather the materials and place them in a safe area.
2. If working with an infant, simply show them the facial expression cards or pictures and talk about the different emotions.
3. If working with a toddler, you can provide more structure by playing a game with them. For example, you could take turns showing each other the facial expressions and saying the emotion out loud. You could also ask the child to tell you what or when the stuffed animal or doll is feeling and why.
4. Help the child to identify their own emotions and to express them in a healthy way. For example, if the child is feeling angry, you could help them to take some deep breaths or to go for a walk.
5. Praise the child for their efforts to identify and express their emotions in a healthy way.

Assessment:

- Observe the child's ability to identify and express their emotions.
- Note the child's level of engagement in the activity.
- See if the child is able to use coping mechanisms to deal with difficult emotions.

 Free resource developed by www.ChildCareED.com

Differentiation:

- For younger infants, you may need to simplify the activity by using fewer facial expressions or pictures.
- For older toddlers, you can provide more challenging activities, such as asking them to draw a picture of how they are feeling or to write down a story about their emotions.
- You can also vary the activity by changing the setting. For example, you could take the activity outside or to a different room in the house.

Extension Activities:

- Once the child has mastered the concepts involved in this activity, you can extend it by providing them with more challenging tasks. For example, you could ask them to identify the emotions of other people in a story or to match their own coping mechanisms to different difficult emotions.
- You can also incorporate this activity into other areas of learning. For example, you could use the facial expression cards or pictures to teach the child about colors or shapes, or you could use the stuffed animal or doll to teach them about different social skills.
- Finally, you can use this activity to promote social interaction by playing with the child together or by encouraging them to play with other children.

 Free resource developed by www.ChildCareED.com

RC II-8: Social Skills

Social Skills Activity Lesson Plan for Mixed Ages

Subject: Social Skills

Age Group: Mixed Ages

Lesson Objective:


- To help children learn how to interact with others in a positive way.

Materials:

- Pictures of different social interactions.
- Worksheets or activities that focus on social skills.
- Play-doh or clay.
- Paper.
- Markers or crayons.
- Toys that promote social interaction, such as blocks, dolls, or cars.
- A calm and quiet space.

Instructions:

1. Start by showing the children pictures of different social interactions. Talk about the social interactions that you see and how they are helpful.
2. Once the children are familiar with different social interactions, you can start to have them practice these interactions in a positive way. For example, you can have them take turns playing with toys, share their snacks, or help each other with puzzles.
3. You can also use worksheets or activities to help children learn about social skills. There are many different worksheets and activities available online or in educational books.
4. It is important to praise children when they use social skills in a positive way. This will help them to understand the importance of these skills and to continue using them.
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.

 Free resource developed by www.ChildCareED.com

6. If you are working with infants or toddlers, you can use simple gestures and facial expressions to communicate social skills. For example, you can smile at them, wave hello, or give them a hug.
7. As children get older, you can start to use more complex language and concepts to teach them about social skills. For example, you can talk to them about how to resolve conflicts, how to deal with peer pressure, and how to be a good friend.

Assessment:


- Observe children's ability to interact with others in a positive way.
- Ask children questions about social skills.
- Collect data on children's social skills over time.

Differentiation:

- For children who are struggling to interact with others, you can provide them with more support and scaffolding. For example, you can pair them up with a more outgoing child or you can provide them with visual cues to help them remember how to behave in different social situations.
- For children who are ready for a challenge, you can have them role-play different social scenarios or you can have them write about their own social experiences.

Additional Activities:

- 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.
- Role-playing: Have the children act out different social scenarios. This can help them to practice using social skills in a positive way.
- Games: There are many different games that can be used to teach social skills. Some examples include "Simon Says," "Red Light, Green Light," and "Duck, Duck, Goose."
- Puppets: Puppets can be used to teach social skills in a fun and engaging way. Have the children act out different social scenarios using puppets.
- Class meetings: Have regular class meetings to talk about social skills. This is a good time to discuss any problems that the children are having and to brainstorm solutions.

 Free resource developed by www.ChildCareED.com



RC II-9: Mathematics

Math Lesson Plan Parking Lot Math Game	
Classroom: Mixed Age Group (infant/toddler, preschool, school age) Teacher:	
Learning Objective(s)	<ul style="list-style-type: none"> Children will identify and match shapes (circle, square, triangle, rectangle) Children will recognize, name, and match numbers 1-10 Children will count objects using one: one correspondence up to 20 Children will solve simple addition problems with sums to 10
Materials	<ul style="list-style-type: none"> Cardboard pieces: teacher draws "parking spaces" on cardboard. <ul style="list-style-type: none"> Set 1: draw shapes in parking spots Set 2: write numbers in parking spots Set 3: write higher numbers for addition in parking spots Toy vehicles <ul style="list-style-type: none"> Set 1: place shape stickers on tops of vehicles to correspond with parking spots Set 2: place count stickers with number stickers on it to correspond with parking spots Set 3: place sticker with addition problem written on it to correspond with parking spots Manipulatives to assist with counting Number grid Long wooden blocks that can be used to make a road leading to the parking lot
Procedures	<ul style="list-style-type: none"> Introduce topic/ activity by talking about shapes (infant/toddler), numbers (preschool age), and addition. Choose all a part of our work today, we are going to play a game. Each group will have a pretend parking lot. You also get a set of cars. Look at the sticker on the top of your car and match it to the correct parking spot." Teacher models first with shapes, then number matching, then addition. Children are placed in small groups or work 1:1 with teacher based on skill level. <ul style="list-style-type: none"> Group 1 (Shapes): Group 2 (Number match): Group 3 (Addition): Infants/ toddlers explore shapes <ul style="list-style-type: none"> "Look! Look at this shape on the top of your car! Do you know what it is? Not! It's a triangle! Do you see it has three sides? Let's drive your car to the triangle spot! Where's that?" Preschoolers explore numbers <ul style="list-style-type: none"> "What number is this on the top of your car? It is a 3! Let's drive it on the road to the parking lot and park in the number 3 spot." Older children explore addition <ul style="list-style-type: none"> "This says '2+3'" Provide number grid, paper, and manipulatives for children to complete the addition problem. Once they have solved the problem, they can drive the car to the correct parking spot.

Math Lesson Plan Parking Lot Math Game	
	<ul style="list-style-type: none"> Encourage children to interact with one another during the game. Also, children from different groups should be encouraged to explore the other types of parking lots/ activities
Individualized Supports	<p>Examples:</p> <ul style="list-style-type: none"> Place number grid available to assist children with counting When insert child name here is completing addition, provide extra sheets of unused paper to solve equations so he does not become overwhelmed or frustrated insert child name here requires access to manipulatives when solving addition problems
Differentiation and extension activities	<ul style="list-style-type: none"> Find shapes in the room that match shapes on car. Count total number of cars in parking lots Compare total numbers of cars in parking lots Write subtraction problems Build a road to get to the parking lot: this can encourage social emotional skills and make the game more fun and engaging Encourage different ages to work together. When looking at shapes, count the sides. When looking at numbers or parts of the toy cars, discuss shapes of the wheels, doors, etc.
Observations: Record observations of strengths and areas of need for each child:	

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
<p>To establish a safe, healthy learning environment.</p>	<p>Area 4: Physical Area 5: Cognitive Area 6: Communicative Area 7: Creative</p>	<p><i>Area 4:</i> Candidate uses a variety of developmentally appropriate equipment, learning experiences, and teaching strategies to promote the physical development (fine and gross motor) of all children.</p> <p><i>Area 5:</i> 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.</p> <p><i>Area 6:</i> 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.</p> <p><i>Area 7:</i> Candidate uses a variety of developmentally appropriate learning experiences and teaching strategies for children to explore music, movement, and the visual arts, and to develop and express their creative abilities.</p>



Below are samples of the Reflective Competency Statements:

Competency Standard II: To advance physical and intellectual development.

I believe that children's physical and cognitive 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 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 physical development. One important way is to provide them with plenty of opportunities for physical 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 eat healthy foods and get enough sleep.

Cognitive Development: Cognitive development is the process of thinking, 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 cognitive 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.

Communication: 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.

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 ways to support children's creativity. One important way is to provide them with open-ended materials and activities. This can include art supplies, blocks, 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 cognitive 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 opportunity 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 opportunity to reach their full potential. By supporting their physical and cognitive development, communication, and creativity, we can help them to become the best versions of themselves.



CS // 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.

I believe that children's physical and cognitive 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 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 physical development. One important way is to provide them with plenty of opportunities for physical 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 eat healthy foods and get enough sleep.

Cognitive Development: Cognitive development is the process of thinking, 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 cognitive 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.

Communication: 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.

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 ways to support children's creativity. One important way is to provide them with open-ended materials and activities. This can include art supplies, blocks, 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 cognitive 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 opportunity 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 opportunity to reach their full potential. By supporting their physical and cognitive development, communication, and creativity, we can help them to become the best versions of themselves.



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 type of learning experience. By providing toddlers with a variety of textured objects to touch, feel, and explore, they can develop their tactile sense and learn about the different properties of different materials.

This lesson plan is also reflective of my teaching philosophy 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. Second, 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 way.

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 philosophy, which is to provide children with hands-on experiences that allow them to explore and learn through their senses.

Here are some specific examples of how this lesson plan reflects my teaching philosophy:

- **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 they can spend as much time as they want exploring each object.
- **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. For example, toddlers might compare the different textures of a smooth rock and a rough leaf, or they might try to identify the different textures of a variety of fabrics.
- **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 way. For example, toddlers might start by exploring simple textures, such as smooth and rough, and then progress to more complex textures, 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 my teaching philosophy, which is to provide children with hands-on experiences that allow them to explore and learn through their senses.

As an early childhood 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 my teaching philosophy in mind. My teaching philosophy 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 my 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 out the stories, draw pictures of the characters, or create their own books. I also make sure to provide opportunities for toddlers to interact with each other and share their ideas.

I believe that by providing toddlers 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 they need to be successful in school and in life.

Here are some specific examples of how a lesson plan exploring books for toddlers can reflect a teacher's teaching philosophy:

- 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 crayons.
- 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 who 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 they 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. By 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.

- *CS III a: Developing Children's Self-Concept*
- *CS 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	Publisher	Description	Topics

 Free resource developed by www.ChildCareED.com



Sample:

Bibliography					
Title of Book	Author	Copyright Date	Publisher	Description	Topics
<i>The Day the Asteroid Came</i>	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.
<i>The Paper Bag Princess</i>	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.
<i>Where the Wild Things Are</i>	Maurice Sendak	1963	Harper & Row	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.
<i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>	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.

 Free 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
<p>To support social and emotional development and to provide positive guidance</p>	<p>Area 8: Self Area 9: Social Area 10: Guidance</p>	<p><i>Area 8:</i> 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. <i>Area 9:</i> 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. <i>Area 10:</i> Candidate provides a supportive environment and uses effective strategies to promote children's self-regulation and support acceptable behaviors, and effectively intervenes for children with persistent challenging behaviors.</p>



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 angry, 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 my 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 my 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 my classroom.

I am also committed to continuing my own professional development. I believe that it is important for teachers to stay 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 my work as an early childhood educator. I believe that every child deserves a quality education, and I am committed to providing my students with the best possible learning experience. I am confident that by continuing to support children's sense of self, emotional development, and positive guidance, I can make a difference in their lives.

CS 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 taking risks and trying new things.

Finally, I make sure to model 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 opportunities. I want children to see that it's okay to make mistakes and that it's important to learn from them.

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

CS 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 guide 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. If children know that they will be held accountable for their behavior, they are more likely to behave in a positive way.

Another important way to guide positive behavior in children is to provide positive reinforcement. When children behave in a positive way, it is important to praise 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 others, 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-control and to manage their emotions in a healthy way. This can be done by teaching them relaxation 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.

- *CS IV a: Communication with Families*
- *CS IV b: Awareness of Children's Home Lives*
- *CS 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:

(Type of Resource) (Name of Agency)	<ul style="list-style-type: none"> • Phone Number: • Address: • Website: • Description:
(Type of Resource) (Name of Agency)	<ul style="list-style-type: none"> • Phone Number: • Address: • Website: • Description:
(Type of Resource) (Name of Agency)	<ul style="list-style-type: none"> • Phone Number: • Address: • Website: • Description:

Sample:

RC IV-1: Family Counseling

<p>Family Counseling</p> <p>Caring Connections Family Counseling</p>	<ul style="list-style-type: none"> • Phone Number: (270) 940-5806 • Address: 1779 S Pine/Is Ave #100, Tarpon Springs, FL 34689 • Website: www.familycounselingcenter.com • Description: This local agency provides counseling services to families who may be experiencing challenges or seeking support. They offer a range of programs and resources to help families navigate difficult situations and strengthen their relationships.
---	---

RC IV-2: Translation Services

<p>Translation Service</p> <p>Language Masters</p>	<ul style="list-style-type: none"> • Phone Number: (570) 465-2744 • Address: 43810 Central Station Dr #100, Ashburn, VT 20147 • Website: www.multilingualservices.com • Description: For families whose home language is not English or who require American Sign Language translation, these services can assist in ensuring effective communication. They offer professional and reliable translation services to bridge any language barriers.
<p>ASL Translation Service</p> <p>Translation Titans</p>	<ul style="list-style-type: none"> • Phone Number: (504) 925-4444 • Address: 1537 W Peace St., Carrton, MD 78702 • Website: www.asltranslationagency.com • Description: For families whose home language is not English or who require American Sign Language translation, these services can assist in ensuring effective communication. They offer professional and reliable translation services to bridge any language barriers.



RC IV-3: Children with Disabilities

<p>Children with Disabilities</p> <p>Infinite Inclusion</p>	<ul style="list-style-type: none"> • Phone Number: (303) 427-4848 • Address: 8378 Charles Way, Denver, CO 80221 • Website: www.specialresources.com • Description: Infinite Inclusion is dedicated to providing therapies and supports for children with disabilities. They offer inclusive programs and resources to creating inclusive environments.
<p>Guiding Lights</p>	<ul style="list-style-type: none"> • Phone Number: (877) 662-6943 • Address: 1 City W20, Gurney, ID 60031 • Website: www.specialresources.com • Description: Guiding Lights is committed to empowering children with disabilities to reach their full potential. They provide a wide range of resources, including therapy services, educational programs, and community integration opportunities.

RC IV-4: Resources for Children's Development

For this section, you are 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 are 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:

<p>(Name of Website)</p>	<ul style="list-style-type: none"> • Website address: • Description:
<p>(Name of Website)</p>	<ul style="list-style-type: none"> • Website address: • Description:
<p>(Name of Website)</p>	<ul style="list-style-type: none"> • Website address: • Description:
<p>(Name of Website)</p>	<ul style="list-style-type: none"> • Website address: • Description:

Sample:



<p>Little Innovators</p>	<ul style="list-style-type: none"> • Website address: http://www.littleinnovators.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.
<p>Mini Marvels</p>	<ul style="list-style-type: none"> • Website address: http://www.minimarvels.com/ • Description: Mini Marvels is a leading organization in promoting high-quality early childhood education. Their website offers resources for families, including articles and tips on fostering healthy development and supporting learning at home.
<p>Think Tank for Tots</p>	<ul style="list-style-type: none"> • Website address: http://www.tttots.com/ • Description: Think Tank for Tots offers a wealth of information on children's cognitive development and mental health and development. Their website provides articles, expert advice, and resources to help parents navigate 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 connect 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	<i>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</i>

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 questions 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.
- 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 tips, 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.

CS 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 communication with families is to hold 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 post 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.

Here 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 flexible. Families have busy lives, so be flexible with your communication methods. Some families may prefer to communicate via email, while others may 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 by following these tips, I can maintain open and effective communication with families.



CS 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 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 closely. I pay close 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 children'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 psychologists, to get a better understanding of children's home lives.

Once I have a better understanding of what's happening in each child's home life, I can use that information to direct my teaching practices. For example, if I know that a child is going through a difficult time at home, I may adjust my lesson plans to provide them with extra support. Or, if I know that a child is interested in a particular topic, I may incorporate that topic into my lessons.

Here are some examples of activities I have planned and used in past lesson plans that were influenced by my knowledge of children's home lives:

- For a child who was going through a divorce, I created a safe space in my 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 my lessons. I also worked with the child one-on-one to help them learn new vocabulary 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 by animals.

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



CS 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 closely. I pay close 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 children'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 psychologists, to get a better understanding of children's home lives.

Once I have a better understanding of what's happening in each child's home life, I can use that information to direct my teaching practices. For example, if I know that a child is going through a difficult time at home, I may adjust my lesson plans to provide them with extra support. Or, if I know that a child is interested in a particular topic, I may incorporate that topic into my lessons.

Here are some examples of activities I have planned and used in past lesson plans that were influenced by my knowledge of children's home lives:

- For a child who was going through a divorce, I created a safe space in my 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 my lessons. I also worked with the child one-on-one to help them learn new vocabulary 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 by animals.

I believe that by 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.

- CS 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:

Accident/Injury Report			
Name of Facility		Address (Street, City, State, Zip)	
Date of Report		Time of Report	
Child Information			
DOB or Age		Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female
Person Reporting		Relationship of Reporter to Facility	
Incident Information			
Date of Incident		Time of Incident	
Witnesses	Name, Address (Street, City, State, Zip), Phone number Name, Address (Street, City, State, Zip), Phone number		
Nature of the Incident	<input type="checkbox"/> Death of child while in care <input type="checkbox"/> Death of child due to communicable disease (Name of disease) <input type="checkbox"/> Child injury resulting in treatment by medical professional/injury resulting in admission to hospital (Name of Physician or Hospital) <input type="checkbox"/> Injury resulting in death	Location	<input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Playroom <input type="checkbox"/> Bedroom <input type="checkbox"/> Kitchen <input type="checkbox"/> Bathroom <input type="checkbox"/> Unapproved Area <input type="checkbox"/> Off-Site Activity <input type="checkbox"/> Unknown <input type="checkbox"/> Other

Free resource developed by www.ChildCareED.com

Case of Injury	<input type="checkbox"/> Hit/Cut by Object <input type="checkbox"/> Fall from Activity/Equipment <input type="checkbox"/> Fall (Slipping/Tripping) <input type="checkbox"/> Bitten/Scratched by Another Child <input type="checkbox"/> Hit/Pushed by Another Child <input type="checkbox"/> Eating/Choking <input type="checkbox"/> Insect Bite/Sting <input type="checkbox"/> Bite from Another Animal <input type="checkbox"/> Burn <input type="checkbox"/> Heat/Cold Exposure <input type="checkbox"/> Other
Incident Details	

Free resource developed by www.ChildCareED.com

Sample:

Accident/Injury Report			
Name of Facility	KidCare	Address (Street, City, State, Zip)	6670 S Rainbow Blvd Las Vegas, NV 89118
Date of Report	3/26/2019	Time of Report	4:12 p.m.
Name of Child: Abby Barham			
DOB or Age	3/26/2019	Gender	<input type="checkbox"/> Male <input checked="" type="checkbox"/> Female
Person Reporting	Sasha Ponce	Relationship of Reporter to Facility	Lead/Prk. Teacher
Incident Information			
Date of Incident	6/4/2021	Time of Incident	3:32 p.m.
Witnesses	Name, Address (Street, City, State, Zip), Phone number Name, Address (Street, City, State, Zip), Phone number		
Nature of the Incident	<input type="checkbox"/> Death of child while in care <input type="checkbox"/> Death of child due to communicable disease (Name of disease) <input type="checkbox"/> Child injury resulting in treatment by medical professional/injury resulting in admission to hospital (Name of Physician or Hospital)	Location	<input type="checkbox"/> Classroom <input checked="" type="checkbox"/> Playground <input type="checkbox"/> Playroom <input type="checkbox"/> Bedroom <input type="checkbox"/> Kitchen <input type="checkbox"/> Bathroom <input type="checkbox"/> Unapproved Area <input type="checkbox"/> Off-Site Activity <input type="checkbox"/> Unknown <input type="checkbox"/> Other

Free resource developed by www.ChildCareED.com

Case of Injury	<input type="checkbox"/> Injury resulting in death <input type="checkbox"/> Hit/Cut by Object <input type="checkbox"/> Fall from Activity/Equipment <input type="checkbox"/> Fall (Slipping/Tripping) <input type="checkbox"/> Bitten/Scratched by Another Child <input type="checkbox"/> Hit/Pushed by Another Child <input type="checkbox"/> Eating/Choking <input type="checkbox"/> Insect Bite/Sting <input type="checkbox"/> Bite from Another Animal <input type="checkbox"/> Burn <input type="checkbox"/> Heat/Cold Exposure <input type="checkbox"/> Other
Incident Details	I noticed that Abby had chills/fleets with no body aching. When I tapped her on the arm, her skin felt clammy. She complained of being dizzy and dizzy. I sat her down in the shade part of the backyard and monitored her to slowly drink water. I took her temperature. Right now 102 degrees. I took other through internal radio and asked for a 911 or ambulance which I used their facility. Care has been a fine and per a neighbor child on the playground called Abby. Abby, five minutes, she was more alert and no longer clammy. kept her inside in a playroom.

Free resource developed by www.ChildCareED.com



RC V: Emergency Forms
Template

Emergency Form

Parent Instructions:
Complete all items on the form. When indicated, use dots. For items not applicable, mark as "N/A."
*Data to providers: This form must be updated annually.

Child's Name: _____
 First _____ Middle _____ Last _____
 DOB (mm/dd/yyyy): _____
 Enrollment Date: _____
 Date/Time of Expected Enrollment: _____
 Home Address: _____
 Street No. _____
 Street Name _____
 State _____ Zip _____

Parent/Guardian Information		Contact Information	
Name:	Relationship to Child:	Cell:	Home:
Name:	Relationship to Child:	Cell:	Home:

Picking Information

Name of Authorized Picking Person: _____
 Address (Street Apt., City, State, Zip): _____
 Phone Number: _____
 Relationship to Child: _____

Additional Information/Changes: _____

Free resource developed by www.ChildCareED.com

Sample

Emergency Form

Parent Instructions:
Complete all items on the form. When indicated, use dots. For items not applicable, mark as "N/A."
*Data to providers: This form must be updated annually.

Child's Name: _____
 First _____ Middle _____ Last _____
 DOB (mm/dd/yyyy): 01/23/2010
 Enrollment Date: 9/7/2012
 Date/Time of Expected Enrollment: 10/20/2012 - Friday 10:00am - 3:30pm
 Home Address: 30 Rockledge Ct
 York, MD 21793
 Street No. _____
 Street Name _____
 State _____ Zip _____

Parent/Guardian Information		Contact Information	
Name:	Relationship to Child:	Cell:	Home:
Chris Brown	Father	(301) 230-4200	(301) 230-4200
Teresa Brown	Mother	(301) 230-4412	(301) 230-2811

Picking Information

Name of Authorized Picking Person: Teresa Brown
 Address (Street Apt., City, State, Zip): 30 Rockledge Ct, New York, MD 21792
 Phone Number: (301) 230-4412
 Relationship to Child: Father

Additional Information/Changes: _____

Free resource developed by www.ChildCareED.com

RC V: Observation Tool
Template

Anecdotal Record

Name of Child: _____ Age: _____
 Center: _____
 Date: _____ Time: _____
 Name of Observer: _____

Observations	x
Interpretations	
Learning & Development	Linking to Curriculum Plan/Further Steps
	Further Notes

Free resource developed by www.ChildCareED.com

Sample

Anecdotal Record

Name of Child: _____ Age: 37 mo.
 Center: Grading Tree Childcare
 Date: 09/12/2012 Time: 10:15 am
 Name of Observer: Erik Thors

Observations	<p>_____ was playing with a puzzle with two other children. He was able to fit the pieces and put them together correctly. When he finished the puzzle, he said "All done!" This is the first time that _____ has used a complete sentence. He usually uses single words or gestures to communicate.</p> <p>_____ then went over to play with blocks, but became frustrated when the other children did not let him play. He said "Play" and "Blocks," and showed signs of frustration that the children didn't understand what he was saying by screaming.</p>
Interpretations	<p>They is starting to communicate using single words and 2-3 word sentences, but still experiences frequent frustration due to not being able to convey his words. He reacts to screaming when he becomes frustrated that his words are not understood or he does not have the skills to convey himself.</p>
Learning & Development	Linking to Curriculum Plan/Further Steps
<ul style="list-style-type: none"> Working on communication and speech Attention to when his words are not understood/cannot find the words to express himself. 	<ul style="list-style-type: none"> did seem to have a 1-on-1 meeting to discuss see possibility of an evaluation for speech delay. Plan activities that encourage communication.
	Further Notes

Free resource developed by www.ChildCareED.com



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 enjoyable 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 qualified 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.



CS V a: Observation Tool

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 other 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 my 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 childhood educator, I believe that observation and documentation of children are essential to childcare 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 childcare program management:

- **Tracking children's development:** Observations can help me to track children's development in all areas, including social-emotional, cognitive, and physical development. This information can be used to identify potential problems early on, such as speech delays or behavioral issues.
- **Identifying potential problems:** Observations 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 colleagues:** 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:** Documentation can be used to plan and evaluate childcare 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 childcare 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. 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.

Do not duplicate



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

- *CS VI a: Early Childhood Professional*
- *CS 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: [National Database of Child Care Licensing](#).

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:

Name of Agency:	
Website:	
Address:	
Phone Number:	

Sample:

Name of Agency:	MSDE Division of Early Childhood Office of Child Care
Website:	https://earlychildhood.marylandpublicschools.org/office-child-care
Address:	200 West Baltimore Street, Baltimore, MD 21201
Phone Number:	410-767-0100

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

Agency Name:	Website Address: Description:
Agency Name:	Website: Description:



Sample

<p>YoungMinds Association</p>	<p>Website Address: http://youngmindsassociation.org/ Description: YoungMinds Association offers...</p> <ul style="list-style-type: none"> • Professional development: YoungMinds offers a variety of professional development opportunities, including online courses, webinars, and conferences. • Advocacy: YoungMinds advocates for policies that support high-quality early childhood education. • Resources: YoungMinds provides a variety of resources for early childhood educators, including publications, toolkits, and research briefs. <p>YoungMinds offers a variety of membership levels, including individual, family, and organizational memberships. Membership benefits include access to their exclusive resources, discounts on professional development opportunities, and voting privileges.</p>
<p>Early Childhood Stepping Stones</p>	<p>Website: http://www.earlysteppingstones.com/ Description: Early Childhood Stepping Stones is a nonprofit that offers research-based resources and supports for parents, professionals, and policymakers.</p> <ul style="list-style-type: none"> • Articles: Zero to Three publishes articles on a variety of topics related to early childhood development. • Books: Zero to Three publishes books on a variety of topics related to early childhood development. • Conferences: Zero to Three hosts conferences on a variety of topics related to early childhood development. • Membership: Zero to Three offers memberships that provide access to resources, discounts, and more.

R5 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:

Name of Agency:	
Website:	
Address:	
Phone Number:	



Sample:

Name of Agency:	Nebraska Department of Health and Human Services
Website:	https://dhhs.ne.gov/Pages/default.aspx
Address:	301 Centennial Mall 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 by 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 medical professionals, including doctors, nurses, and social workers
- All law enforcement officers
- All mental health professionals
- All clergy
- Any adult who has reason to believe that a child has been abused or neglected

What are the reporting requirements? Mandated reporters in Nebraska are required to report suspected child abuse or neglect to the Nebraska Department of Health and Human Services (DHHS). Reports can be made online, by phone, or by 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 child's parents or guardians
- The nature of the suspected abuse or neglect
- The names of any other individuals who may 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 neglect has occurred, DHHS will take steps to protect the child. These steps may include removing the child from the home, providing services to the family, or prosecuting the abuser.

Competency Statement VI

The Reflective Competency statement must directly connect 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, trustworthy, and ethical in my work. It also means being respectful of children, their families, and my colleagues.

I arrive to work on time and prepared. I also follow through on my commitments to children, families, and colleagues. For example, 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 my commitments to families, such as sending them updates on their child's progress or returning their phone calls promptly.

I keep confidential information confidential. I also follow the rules and regulations of my workplace. For example, 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 my 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 example, if I see a child being bullied, I intervene to stop the bullying and talk to the children involved about why bullying is wrong. I also make sure to provide all children with the same opportunities, regardless of their race, ethnicity, religion, or socioeconomic status.

I listen to children and take their concerns seriously. I also respect their privacy 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 they 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 example, 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 raised, even if I disagree with those decisions.

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

I believe that by 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.



CS VI a: Early Childhood Professional

I became a child care teacher because I have always loved 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 young children learn and grow. I am also drawn to the flexibility of the work schedule and the opportunity to work with a variety of children from different backgrounds.

I have always been fascinated by child development, and I enjoy learning about how children learn and grow. 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 able to build positive relationships with children and their families.

I believe that I have the skills and qualities 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 childhood education that will help children reach their full potential.

CS 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 on 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 opinions, and help them to feel safe and supported. I also respect their families and caregivers.
- **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 opportunities.
- **Passion:** I am passionate about my work as a childcare 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 childcare teacher who is committed to providing the best possible care for the children in my 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.



Sample

A child care teacher's professional philosophy is the foundation upon which they build their approach to teaching and caring 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.

My philosophy as a child care teacher is rooted in the belief that every 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 underpins 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 myself 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 autonomy 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 opportunities 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 exploration.

Furthermore, 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 journey through regular updates, parent-teacher conferences, and collaborative decision-making.

Additionally, my 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 my skills and knowledge. I am also dedicated to fostering a collaborative and supportive professional environment amongst my colleagues, where we can share ideas, provide feedback, and learn from one another.

In conclusion, my 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 my colleagues. By 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*.
 - o Contact a CDA Professional Development (PD) Specialist. They can be found [online](#).
2. Within 3 years of applying:
 - o 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.

