



# My ECE and CDA Training Portfolio

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

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

2016

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

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

## **Step 1: Prepare**

### **Any Time Before You Apply**

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

### **Within Three Years of Submitting Application**

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

### **Within Six Months of Submitting the Application**

- Family Questionnaires
- Professional Portfolio (see next page)

## **Step 2: Apply**

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

## **Step 4: Earn**

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

## **Step 3: Demonstrate**

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

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

## **Step 5: Renew**

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

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

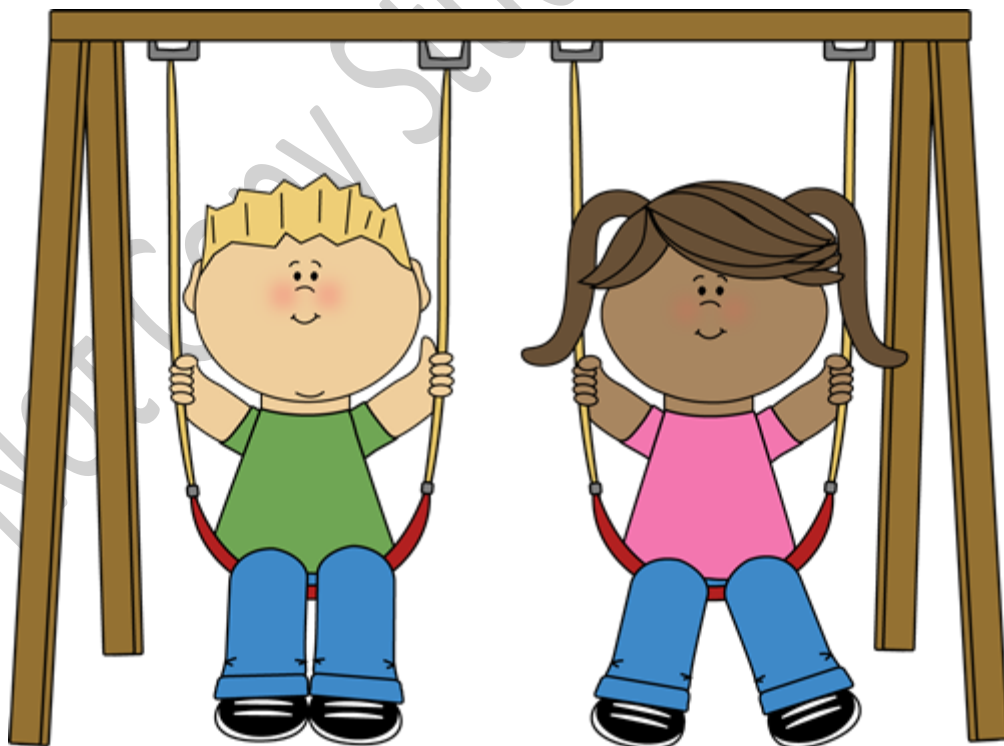
To complete the CDA license within the high school Early Childhood Education Pathway (Child Development, ECE IA, ECE IB, and ECE 2), students need *480 lab experience hours and 120 total training hours*, with at least *10 hours in each subject area* and a *C or better* in the pathway classes.

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

**(See Attached Pages)**

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

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



## ECE CDA Portfolio Guide

### Writing a Competency Statement (CS)

Using your own paper, prepare a written statement, approximately **225+ words in length**, on your own teaching practices and beliefs. Refer to **each unit's** competency statement instructions, the section format below, and the sample that follows.

• **WHY section**

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

• **HOW section:**

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

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

#### *Competency Statement (CS.III) Sample:*

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

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

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

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

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

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

#### Resource Collection (RC)

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

#### Competency Paragraph (CP)

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

## Competency Statement I & Resource Collection I

Competency Statement I	Functional Areas	Definitions
<p>To establish and maintain a safe, healthy learning environment</p>	<ol style="list-style-type: none"> <li>1. Safe</li> <li>2. Healthy</li> <li>3. Learning Environment</li> </ol>	<ol style="list-style-type: none"> <li>1. Candidate provides a safe environment and teaches children safe practices to prevent and reduce injuries.</li> <li>2. Candidate provides an environment that promotes health and prevents illness, and teaches children about good nutrition and practices that promote wellness.</li> <li>3. Candidate organizes and uses relationships, the physical space, materials, daily schedule, and routines to create a secure, interesting, and enjoyable environment that promotes engagement, play, exploration, and learning of all children including children with disabilities and special needs.</li> </ol>
<p>I will provide a safe environment and teach children safe practices to prevent and reduce injuries by creating rules and keeping to them. I will make sure the none of the children are ever alone. While the kids are outside there will always be at least 2 teachers with them and I will help the children remember how to be safe.</p> <p>I will provide an environment that promotes health and prevents illness, and teaches children about good nutrition and practices that promote wellness by making sure the kids help clean up after themselves. By sanitizing all toys every week. By picking a good and healthy meal and letting the kids help make a serve it. I will also help them practice proper hygiene.</p> <p>I will stay organized and use relationships, the physical space, materials, daily schedules, and routines to create a secure, interesting and enjoyable environment that promotes engagement, play, exploration, and learning of all children with disabilities and special needs by creating a schedule and sticking with it. By having the children have a say in the schedule. By making sure the I have toys and equipment that interests the children and makes them want to play and have fun. While learning I will make sure that if a child with a disability or a special need is showed and knows that they can do anything!</p>		

- CP I-a Sample Menu from RC I-2

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

- CP I-b Room Environment

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

- CP I-c Weekly Plan from RC I-3

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



- RC I-I CPR and First Aid Training

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

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

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

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

CDA Competency Standard I	Functional Areas	Definitions
<p>I. To establish and maintain a safe learning environment</p>	<p>1. <b>Safe</b>                  2. <b>Healthy</b>                  3. <b>Learning Environment</b></p>	<p>1. Candidate provides a safe environment and teaches children safe practices to prevent and reduce injuries.                  2. Candidate provides an environment that promotes health and prevents illness, and teaches children about good nutrition and practices that promote wellness.                  3. Candidate organizes and uses relationships, and uses relationships, the physical space, materials, daily schedule, and routines to create a secure, interesting, and enjoyable environment that promotes engagement, play, exploration, and learning of all children including children with disabilities and special needs.</p>
<p>I will provide a safe environment and teach children safe practices to prevent and reduce injuries by creating rules and keeping to them. I will make sure the none of the children are ever alone. While the kids are outside there will always be at least 2 teachers with them and I will help the children remember how to be safe.</p> <p>I will provide an environment that promotes health and prevents illness, and teaches children about good nutrition and practices that promote wellness by making sure the kids help clean up after themselves. By sanitizing all toys every week. By picking a good and healthy meal and letting the kids help make a serve it. I will also help them practice proper hygiene.</p> <p>I will stay organized and use relationships, the physical space, materials, daily schedules, and routines to create a secure, interesting and enjoyable environment that promotes engagement, play, exploration, and learning of all children with disabilities and special needs by creating a schedule and sticking with it. By having the children have a say in the schedule. By making sure the I have toys and equipment that interests the children and makes them want to play and have fun. While learning I will make sure that if a child with a disability or a special need is showed and knows that they can do anything!</p>		

## RC I-2 Weekly menu

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

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Breakfast</b>  (at least 2 food items and a drink)	French Toast  Strawberries  Milk	Blueberry Muffins  English Muffins  Apple Slices  Milk	Cheese Omelet  English Muffin  Apple Slices  Milk	Breakfast Burrito  Kiwi  Milk	Cinnamon Buns  Peaches  Milk
<b>Lunch</b>  (at least 3 food items and a drink)	Spaghetti  Cooked Carrots  Spinach  Garlic Bread  Milk	Fish Sticks  Roll  Sweet Potato  Cucumber Slices  Water	Cheese Burger W/ Bun  Broccoli  Potato Salad  Water	Chicken Nuggets  Sweet Roll  Beets  Zucchini  Orange Juice	Chicken Alfredo  Corn  Squash  Milk
<b>Snack</b>  (at least 1 food item and a drink)	Gold Fish  Pear Slices  Milk	Wheat Thins  Slices of cheese  Fruit Juice	Ritz Crackers  Banana Slices  Raisins  Milk	Saltines  Watermelon Slices  Milk	Fruit Bars  Cheez-It's  Water

RC I-2



**CS I a**

**Sample Menu**

Reflect on the simple menu for *Resource Collection 1-2* that you participated in serving and/or designing: if you designed the menu, how does it reflect your commitment to children's nutritional needs? If you served the menu but did not design it, what are its strengths and/or what would you change?

I choose this many because it is nutritional. I want the kids to be healthy but also have yummy food many people think that if you are healthy the food is gross. You can have really yummy food and it can still be healthy I think the kids will enjoy this this many but their bodies will as well.

**CS I b**

**Room Environment**

Reflect on the room environment in which your Verification Visit Observation will occur: How does the room design reflect the way you believe young children learn best? If the room was not designed by you, what do you see as its strength and/or what would you change?

I didn't design the room. I think that the room is set up in a really good way. I like how there is a set place for circle time and I also like how it's very open the only thing that's enclosed is the bathroom. Another thing I really like is that we have certain centers like a reading nook, writing center and dramatic play. I overall like the setup of the room and how it functions.

Reflect on the weekly Plan you included in your *Resource Collection 1-3*. How does this plan reflect your philosophy of what young children need on a weekly basis? If the plan was not designed by you, what do you see as its strengths and/or what would you change?

With this week activity outline I tried to make all of the activities fun and that would get the child moving. I know that children need to be able to socialize. Be creative and try new things weekly it will help them grow mentally and emotionally.

• RC I-3 Weekly Lesson Plans

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

Weekly Theme The Jungle	Age Group 2-6
-------------------------	---------------

<b>Vocabulary Words</b> Jungle Animal Elephant Habitat Vines Trees Wet Boa-constrictor Eggs Hunt	<b>Factual Statements</b> Monkeys live in a jungle Boa constrictor, Elephants, Jaguar all live in the jungle. Animals leave tracks in the jungle Vines and trees grow in the jungle Jungles are wet
--	--

**Objective Goals (Why are you doing this activity? You may not use the word “learn”.)**

The Children will be able to identify different jungle animals and describe what happens in the jungle by using a variety of senses.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Group Time</b> (songs, stories, games, etc.)	Song: 5 little monkeys swinging in a tree	Music and dance with scarves	Goodnight Gorilla- book	Music and Dance with scarves	Walking through the jungle
<b>Outdoor Activities</b> (1 idea each day)	5 Little Monkeys swinging in a tree - hleo kids climb tree	Going on a safari	Jungle Animal Habitats	Jungle animal freeze tag	Act like the animals that live in a jungle

Small group activities/centers (1 activity in each curriculum area)	Language & Literacy Learn the names of the jungle animals and match to pictures	Music Jungle animal groove to the music as your favorite jungle animal	Art Jungle Masks	Science Animals in sand	Math count the jungle animals
<p>Special Needs Accommodations</p> <p>Write 1 special need: (Hearing, seeing, speech, physical struggles, broken leg/arm, etc.)</p> <p>Choose 1 previously written activity from each day and write how you would adjust the activity for the above special need.</p>	<p>If the children don't know what animal matches to what name I will help them</p>	<p>If the children can't see the animals in the safari i will help them find them</p>	<p>If the Children can't hear or see the book i will allow them to move closer</p>	<p>If someone has a broken leg for jungle animal freeze tag then I will help them tag people</p>	<p>If the child can't see the animals to count them I will help them get closer</p>

## B. Competency Statement II & Resource Collection II

Competency Statement II	Functional Areas	Definitions
<p>To advance physical and intellectual competence</p>	<p>4. Physical 5. Cognitive 6. Communication 7. Creative</p>	<p>4. Candidate uses a variety of developmentally appropriate equipment, learning experiences, and teaching strategies to promote the physical development (fine and gross motor) of all children.</p> <p>5. Candidate uses a variety of developmentally appropriate learning experiences and teaching strategies to promote curiosity, reasoning, and problem solving, and to lay the foundation for all later learning. Candidate implements curriculum that promotes children's learning of important mathematics, science, technology, social studies, and other content goals.</p> <p>6. Candidate uses a variety of developmentally appropriate learning experiences and teaching strategies to promote children's language and early literacy learning and help them communicate their thoughts and feelings verbally and nonverbally. Candidate helps dual-language learners make progress in understanding and speaking both English and their home language.</p> <p>7. Candidate uses a variety of developmentally appropriate learning experiences and teaching strategies for children to explore music, movement, and the visual arts, and to develop and express their creative abilities.</p>
<p>I will promote the physical development (fine and gross motor) of all children by making sure that I plan activities that are not just letters, numbers, shapes etc. I will plan activities that have hem use their fine and gross motor skills.</p> <p>I will use a variety of developmentally appropriate learning experiences and teaching strategies to promote learning experiences and teaching strategies to promote curiosity, reasoning, and problem solving, and to lay the foundation for all later learning by providing activities and lessons that stimulate their cognitive abilities.</p> <p>I will use a variety of developmentally appropriate learning experiences and teaching strategies to promote children's language and early literacy learning and help them communicate their thoughts and feelings verbally and non-verbally by speaking to the children with correct grammar and words. I will also provide them with ways to learn more about literacy.</p> <p>I will use 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 by incorporating music, movement and visual arts into our daily schedule.</p>		

**CS II a Learning Experiences (from RC II)**

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

I choose Resource II-5. The activity was to act out the song "I'm Bringing Home a Baby Bumblebee". I had made little bumblebee stress balls. We then would act out what we were saying. I made sure the actions were not too hard for the children to do.  
I know that the children need to develop physically. This activity helps me show how I support children's physical development. I think that it is important to have fun while you are learning and developing. I also know that children develop at different rates. So, I need to make sure I am flexible with my activities so I can change the actions to fit the child's needs.

**CS II b Learning Experiences (from RC II)**

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

I choose Resource II-2. This activity was Alphabet Fishing. The children would catch a fish. Each fish had the lower and upper case of each letter. When the children would catch a fish I would have them tell me the letter and sound it made. If they were not completely sure I would help them.  
This activity shows how I support children's cognitive development by letting you know that I know it is important that young children know their letters and the sounds they make. I know that they need to be challenged just a little bit so that they will be able to grow cognitively. The activity also shows that I know that not all children will be at the same level cognitively. It shows that I will help them if they don't understand.

**CS II**

**CS II c Learning Experiences (from RC II)**

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

I choose Resource II-3. In this activity we were making a friendship puzzle. Each child colored one puzzle piece. I asked them to draw/write what friendship meant to them.  
This activity helps show how I support children's creative development by having them color what they thought friendship meant. I didn't tell them exactly what to draw/write, they had to use their creativity.

**CS II d Communication and Language Development**






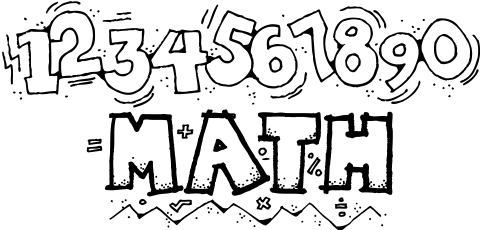
Describe ways to promote the communication and language development among all children including dual language learners.

Make sure that you always let the child share their thoughts. Also, make sure that you make it so that the child is comfortable to communicate with you. You could do activities where the children need to communicate to do the activity. When you are working with children that know more than one languages make sure that you stay calm and patient. You could maybe have the child teach you some of the other language that they know.

**RC II. Nine Learning Experiences**

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

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

**RC II**

\*\*\* These learning experiences can be, but are not limited to, activities you have already written and used in your past Early Childhood pathway courses such as from Child Development, ECE IA, ECE IB, and ECE 2 or you can use a variety of

resources, websites, and curriculum book ideas. It would be best to include a visual, a sample, or a picture of each activity (Google images is a great resource for this).

<b>Resource II-I Science/Sensory</b>	
<b>Activity Name:</b> Slimy Snakes	<b>Age Group:</b> 2-6
<b>Objectives:</b> The Children will explore colors and textures they see in their environment	
<b>ALL Materials Needed:</b> -Liquid Starch -Glitter Glue -Ziplock Bags -Portion Cups -Popsicle Sticks	
<b>Detailed Process and Teaching Strategies:</b> -Have the children come over and talk about how snakes are slimy -Have the children pick what color of glitter glue they want -Have the children help you dump the liquid starch and glitter glue in their portion cups -Start to have the children mix the two ingredients together with a popsicle stick -When it is most the way mixed, pour it into a ziplock bag -Have them work it with their hands until it is done	
<b>Rational/ How is this activity Developmentally Appropriate?</b> The children will be able to help make their slime and they will know what a snake kind of feels like	



<b>Resource II-2 Language and Literacy</b>	
<b>Activity Name:</b> Alphabet Fishing	<b>Age Group:</b> 2-6
<b>Objectives:</b> The children will recognize that there are upper and lower case letters by "fishing" fish that have the letters on them	
<b>ALL Materials Needed:</b> -Fish with upper and lower case letters -Magnents -String -Fishing pole -Big Blue paper -Paper clips	
<b>Detailed Process and Teaching Strategies:</b> -The children will come to my spot and I will ask them if any of them have ever been fishing -I will show them how to fish -When they catch a fish they will say the name of the letter of the fish and the sound -Then they will through the fish back and the next child will go -If they don't know the letter on the fish I will help them	
<b>How is this activity Developmentally Appropriate?</b> The children are pretending to fish, when they catch a fish they say the letter, they will learn the letters and their sounds	

<b>Resource II-3 Creative Art</b>	
<b>Activity Name:</b> Friendship Puzzle	<b>Age Group:</b> 2-6
<b>Objectives:</b> The children will use a variety of media and materials to create drawings, pictures or other objects	
<b>ALL Materials Needed:</b> -Puzzle pieces -Color pencils	
<b>Detailed Process and Teaching Strategies:</b> -Have the children come to your table and ask them questions about friendship -Give them a piece of puzzle and tell them to draw or write what they think friendship is -When they are done drawing have them talk about friendship -You can put the puzzle together or you can keep it apart as they can do it over and over again	
<b>How is this activity Developmentally Appropriate?</b> I am giving the children space so they can use their imagination to draw	

<b>Resource II-4 Fine Motor (Indoor Activity)</b>	
<b>Activity Name:</b> Number/Color Match	<b>Age Group:</b> 2-6
<b>Objectives:</b> The children will begin to count to 10 and 20 by ones by matching the numbers together.	
<b>ALL Materials Needed:</b> Clothes pins with paint chips and numbers on the paint chips.	
<b>Detailed Process and Teaching Strategies:</b> -The children will come and sit at my table. -The children will then match the paint chip to the clothes pin with the correct color and number. -If the children need help I will help them match them together.	
<b>How is this activity Developmentally Appropriate?</b> The children will be able to match the colors and the number correctly.	

<b>Resource II-5 Gross Motor (Outdoor Activity)</b>	
<b>Activity Name:</b> Baby Bumblebee	<b>Age Group:</b> 2-6
<b>Objectives:</b> The children will exhibit and explore gross motor coordination by doing the actions to the song "I'm Bringing Home a Baby Bumblebee"	
<b>ALL Materials Needed:</b> -Bumblebee balloon -Song Lyrics	
<b>Detailed Process and Teaching Strategies:</b> -I will have the children come to my station and I will get down on their level. -I will explain to the kids what we are going to do and give them each a bee. -We will then sing the song and do the actions with our balloon bees.	
<b>How is this activity Developmentally Appropriate?</b> The children will be able to act out what they are doing while learning a song.	

<b>Resource II-6 Self-Concept</b>	
<b>Activity Name:</b> Flamingo Safari	<b>Age Group:</b> 2-6
<b>Objectives:</b> The children will use imitation or pretend play to learn new roles and relationships by pretending to be on a safari.	
<b>ALL Materials Needed:</b> -Birds. -Flamingo facts.	
<b>Detailed Process and Teaching Strategies:</b> -I will have the children come and sit by me. -I will then explain how we are going on a safari to look for some flamingos. -We will then go and find the flamingos.	
<b>How is this activity Developmentally Appropriate?</b> The children will use their imagination to go on a flamingo safari.	

<b>Resource II-7 Emotional Skills/ Regulation</b>	
<b>Activity Name:</b> I Love You This Much	<b>Age Group:</b> 2-6
<b>Objectives:</b> The children will express emotions and feelings by writing on the hands why they love their mom.	
<b>ALL Materials Needed:</b> -Hands with paper accordion between them -Colored pencils	
<b>Detailed Process and Teaching Strategies:</b> -I will have the hands ready to go before the activity -I will have the children come over and color/write a picture/ note for their mom -I will talk to them about their moms while they color/write on the hands	
<b>How is this activity Developmentally Appropriate?</b> The children will have a chance to express their feelings for their moms	
<b>Resource II-8 Social Skills</b>	
<b>Activity Name:</b> Building houses	<b>Age Group:</b> 2-6
<b>Objectives:</b> The children will develop skills to interact cooperatively with others by talking about what they are building.	
<b>ALL Materials Needed:</b> Lincoln logs.	
<b>Detailed Process and Teaching Strategies:</b> -I will sit on the floor with the children. -I will instruct the children to build a house or some other type of building. -While the children are building I will encourage them to talk to me/others about what they are building.	
<b>How is this activity Developmentally Appropriate?</b> The children will talk about what they are building and will be able to use their social skills to talk to others.	

## Resource II-9 Mathematics

**Activity Name:** Color/number match      **Age Group:** 2-6

### Objectives:

The children will begin to count to 10 and 20 by ones.

### ALL Materials Needed:

-Clothes pins with paint chips that have numbers on it.

### Detailed Process and Teaching Strategies:

- The children will come sit at my table.
- The children will match the paint chip to the clothes pin with the correct color and number.
- If the children need help I will help them match it.

### How is this activity Developmentally Appropriate?

This activity will let the children know colors and they will also be able to match numbers.

## Resource II-10 Music and Movement

**Activity Name:** Wheels on the Bus      **Age Group:** 2-6

### Objectives:

The children will learn several simple songs.

### ALL Materials Needed:

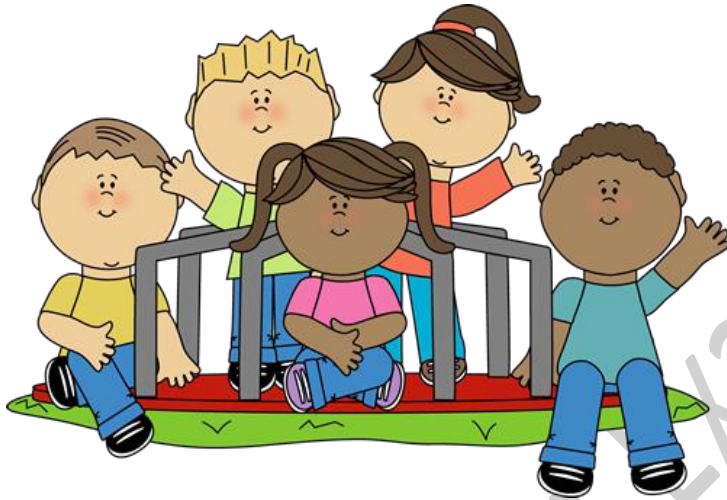
Pictures of the different people that ride the bus.

### Detailed Process and Teaching Strategies:

- The children will come sit at my table.
- I will have one child choose what action we are going to be doing.
- Then we will sing that version of the song.
- Then another child will pick another action.

### How is this activity Developmentally Appropriate?

The children will act how they think that person would act like on the bus. They will choose for themselves.



Do Not Copy Student Example

### RC III. Developmentally Appropriate Books

1. Title of the Book: The Ugly Duckling

Author: Retold by: Damdi

Publisher: |-56987-509

Copyright date: 1989

Topic: Having high self-esteem

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

In this book you learnt that everyone is different. Nobody is the same. It doesn't matter what you look like on the outside, it only matters what's on the inside.

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

It helps with self-esteem, believing in yourself, and to know that it is ok if you aren't the same as everyone else.

2. Title of the Book: Over the Moon

Author: Karen Katz

Publisher: 978-0-8050-6707-1

Copyright date: 1972

Topic: Adoption

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

Another and a father had been waiting a long time for a baby to be up for adoption. When there was finally a baby they went to where the baby was and picked it up. The story tells a lot about how excited they are.

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

It will help with families. Not all kids are born to their parents, so it will be good for the kids to see that.



3. Title of the Book: Two Homes

Author: Claire Mascrel

Publisher: 978-0-7636-1984-8

Copyright date: 2001

Topic: Divorce

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

The story tells of a kid whose parents are separated. He tells of what they have, how he has two of everything. He also says that no matter where he is, he loves of his parents equally.

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

This book will help with children whose parents are divorced. It will help them know they aren't the only ones and you can be happy no matter what.

4. Title of the Book: Dog Heaven

Author: Cythia Rylant

Publisher: 0-590-417101-0

Copyright date: 1995

Topic: Heaven for Dogs

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

In this book it tells you about how dogs go to dog heaven when they die. It tells the reader what dog heaven is like and what dogs do in heaven.

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

The book will help if a child has had a dog or other animal pass away, they will know that they are ok and safe.

5. Title of the Book: The Best Family in the World

Author: Susana Lopez

**Publisher:** 978-1-935279-47-1

**Copyright date:** 2003

**Topic:** Adoption

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

This book is about a girl who is going to be adopted. When she found out she was going to be adopted she started to think about what her family was going to be like. She imagined a ton of different scenarios. Then the book goes and tells what the family is really like.

**What area, topic, or challenges of a child's life or challenges does this book support and explain how:**

The book will help kids know there is always something to look for. It will also help them be grateful for what they have.

**6. Title of the Book:** Who Ever Heard of a Tiger in a Pink Hat?

**Author:** Susana Lopez

**Publisher:** 978-1-84539-439-4  
1998

**Copyright date:**

**Topic:** A tiger wearing/buying weird things

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

In this book a tiger is going shopping. The book talks about the many, many things the tiger buys. On every page it asks if they have ever seen a tiger buy that. It would buy stuff like a hat, perfume and a fur jacket, stuff a tiger wouldn't be buying.

**What area, topic, or challenges of a child's life or challenges does this book support and explain how:**

I think this book touches on imagination. We know a tiger wouldn't buy that stuff but, it's fun to use your imagination.

**7. Title of the Book:** The Way I Feel

**Author:** Janan Cail

Publisher: 0-439-32116-6

Copyright date: 2000

Topic: Emotions

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

This book goes about talking and showing a bunch of different emotions. It tells an example of the emotions and why one might feel that way. It's a good book to explain emotions.

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

The book talks about the different emotions that one could go through. It explains the emotions. It is a cute book to teach you about emotions.

8. Title of the Book: Love You Forever

Author: Robert Munsch

Publisher: 0-920668-37-2

Copyright date: 1986

Topic: A mother's love

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

In this book it talks about the different stages the mom and boy go through. He starts as a baby then a 9 year old, then a teenager, then and last an adult. The mother never stops loving him. She loves him and shows him until she can't. Then he shows her he loves her.

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

This book teaches that even though your mom might be annoying and weird she will always love you and you will always love her.

9. Title of the Book: I Got the Rhythm

Author: Connie Schofield-Morrison

Publisher: 978-0-545-83176-5

Copyright date: 2014

Topic: Feeling the Rhythm

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

This book is about a girl who is talking about the different ways you can feel a beat. She talks about how she first uses her 5 senses then she feels it with her body by dancing.

**What area, topic, or challenges of a child's life or challenges does this book support and explain how:**

This book is talking about music and rhythm. It tells how you can feel the rhythm and how you can turn it into art like dance.

**10. Title of the Book:** Was an Old Lady Who Swallowed a Fly

**Author:** Illustrated by: Pam Adams

**Publisher:** 0-85953-018-3

**Copyright date:** 1973

**Topic:** Problem Solving

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

This book is about a little old lady who swallowed a fly, then she swallowed a spider to eat the fly. She keeps swallowing so many different things to solve the problem. It ends up making it a bigger problem.

**What area, topic, or challenges of a child's life or challenges does this book support and explain how:**

The book will help children know the process of solving problems in a cute and funny way.

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

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

		3. Candidate provides a supportive environment and uses effective strategies to promote children's self-regulation and support acceptable behaviors, and effectively intervenes for children with persistent challenging behaviors.
--	--	---

I will develop a warm, positive, supportive, and responsible relationship with each child. I will help each child learn about and take pride in their own individual cultural identity by making sure that all the children are comfortable talking to me about anything. I will always be supportive.

I will help each child function effectively in the group, learn to express feelings, acquire social skills, make friends, promote mutual respect among children and adults by making sure that we do enough activities in the big groups. I will also have parents come in every now and then to spend time with the kids at school.

I will provide a supportive environment and use effective strategies to promote children's self-regulation and support acceptable behaviors, and effectively intervene for children with persistent challenging behaviors by never telling a child that they should be doing better. I will also not give them attention when they are not acting the correct way. I will pay more attention to the children who are behaving well.

Do Not Copy Student Example

## Working with Children- Behavior Guidance

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

### Chapter 13 (199-218)

Define the following:

1. Guidance	Direct and indirect actions used by an adult to help children develop an appropriate behavior pattern.
2. Time out	A guidance technique that involves moving a child away from others for a short period of time.
3. I-messages	Tells the child about his or her behavior.
4. Prompting	Different from a suggestion because a response is required of a prompt.
5. Redirecting	You divert or turn their attention in a different direction.
6. Modeling	Involves both verbal and nonverbal actions.
7. Active Listening	First listen and then respond to child.
8. Natural Consequences	Experiences that follow naturally as a result of a behavior.
9. Logical/artificial consequences	Deliberately set up by an adult to show what will happen if limits are not followed.
10. Direct Guidance	Nonverbal (physical) and verbal actions.
11. Indirect guidance	Outside factors that influence behavior.
12. Positive reinforcement	Children's behavior can often be molded by rewarding positive behavior.

13. Why do children of permissive teachers often exhibit aggressive and attention-seeking behavior?  
Because the teacher doesn't take charge. Some kids go out of control.
14. Describe one of the general guidelines you should follow for effective guidance to occur.  
Consequences: Important in molding children's behavior.

### Chapter 14(219-233)

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

<sup>1</sup> <sup>2</sup>  
O verstimulated: Child becomes over excited about something. Larger the group, the more likely this is to happen.

Frustration: When a Child feels defeated or discouraged. Causes tension in a child.

S tress: Bodies reaction to physical or emotional danger signals.

#### *Secret Message:*

Smart guidance is when you know how to balance both the active and passive activities <sup>1-2-3-4-5</sup> to meet the needs of your children.

15. Name 4 events that can cause tension in a child  
-Overstimulation  
-Waiting time  
-Noise  
-Frustration
16. True/False? Usually the larger the group of children, the greater the likelihood that overstimulation will occur.
17. Schedules Let children know what to expect and when to expect it.
18. True/False Noise affects all children in the same way
19. Name 2 ways to cut down on wait time.  
-Choose things in advance  
-Self-selected activities
20. True/False Exploration of the body is a natural stage in development.

## Chapter 15(235-243)

21. Explain the importance of having limits in a Child Care center  
-They are necessary to help the children effectively work in groups.
22. List 3 reasons for establishing classroom limits
- health and safety must be protected
  - children feel free to explore if they know how far they can go
  - develop self-control
23. Name 3 guidelines for setting limits for children
- make the limits short
  - make reasonable limits
  - don't make too many limits
24. Why is it important that limits be enforced consistently?  
-If you don't enforce them, the children will not follow them.
25. Why should children be expected to wipe up any spills they make in various areas of the classroom.  
-Because it helps them learn to clean up after themselves. It's also a natural consequence.



**CS III a            Developing Children's Self-Concept**

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

I will always enforce the rules and guidelines that we have set up. I will always make sure that they have the chance to use their social skills. I will always make sure that they can tell me everything.

**CS III b            Guiding Young Children's Behavior**

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

When I was a child I was never grounded or given a spanking. I was always explained to me what I had done wrong. I will never spank a child.

## A. Competency Statement IV & Resource Collection IV

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

I will establish a positive, responsive, and cooperative relationship with each child's family, engage in two-way communication with families, encourage their involvement in the program, and support the child's relationship with his or her family by having Positive relationship with each child's family and always talk about and to them politely. When the parent or guardian drops off or picks up I will make eye contact with them and communicate with them. I will make it so the parents have an opportunity to be involved with their children and let them know when and how they can participate. I will always be supportive of the child's family and help them in any way possible. I will also make sure I am communicating with them about any struggles or problems we are having. I will also let them know what they are doing well and how they are improving. I will be open about their child.



## RC IV Family Resources Guide

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

- **Resource IV-1 Family Counseling**

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

Family Counseling Service of Northern Utah

3518 Washington Blvd.

Ogden, UT 84403

Monday-Thursday: 7:30 AM - 8:00 PM

Friday: 9:00 AM - 5:00 PM

Saturday-Sunday: Closed

(801) 399-1600

- **Resource IV-2 Translation Services**

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

Translation services where the home language is other than English:

International Translating Company

(888) 415-1580

[internationaltranslating.com](http://internationaltranslating.com)

**Service for American Sign Language Translation:**

Allian Interpreter

allianinterpreter.com

1 (877) 512-1192

[cs@alliantranslate.com](mailto:cs@alliantranslate.com)

they come to you

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

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

Utah School for the Deaf and Blind 742 S. Harrison Blvd. Ogden, UT 84404 (801) 629-4700 www.usdb.org	Mount Ogden Junior High School 3260 Harrison Blvd. Ogden, UT 84403 (801) 737-8600
--	--

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

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

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

**Source #1:**

[www.cdc.gov/ncbddd/childdevelopment/positiveparenting/preschoolers](http://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/preschoolers)

**Topic:** How to Teach and Understand Preschoolers

**Description:** It talks about the different milestones they will go through. it also gives you tips on how to help that child make it to the milestones.

**Source #2:**

[www.scholastic.com/parents/resources/article/social-development-3-6-year-olds](http://www.scholastic.com/parents/resources/article/social-development-3-6-year-olds)

**Topic:** The Developing Stage of Preschoolers

**Description:** It tells the reader what the 3-5 year old children will be developing. It gives some advice on how to help them develop.

**Source #3:**

[www.education.vic.gov.au/childhood/parents/health/pages/preschoolers.aspx](http://www.education.vic.gov.au/childhood/parents/health/pages/preschoolers.aspx)

**Topic:** The Things They Will Develop at Certain Ages

**Description:** The article talks about the things certain ages should be doing and how to encourage them to do that.

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

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

CDA Competency Standard IV	Functional Areas	Definitions
To establish positive and productive relationships with Families.	I. Families	II. 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.
<p>I will establish a positive, responsive, and cooperative relationship with each child's family, engage in two-way communication with families, encourage their involvement in the program, and support the child's relationship with his or her family by having Positive relationship with each child's family and always talk about and to them politely. When the parent or guardian drops off or picks up I will make eye contact with them and communicate with them. I will make it so the parents have an opportunity to be involved with their children and let them know when and how they can participate. I will always be supportive of the child's family and help them in any way possible. I will also make sure I am communicating with them about any struggles or problems we are having. I will also let them know what they are doing well and how they are improving. I will be open about their child.</p>		

#### CD IV a Communication with Families

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

I will keep a schedule/calendar with what we will be doing for the week/month visible to the parents or guardians, the schedule/calendar will communicate with them what we will be learning and how our days are going to go it will also show how they can help them grow at home.

#### CD IV b Awareness of Children's Home Life

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

I will make sure the parents feel comfortable enough with me to share what's going on in their lives. I will always be willing to help the children, for example if the child is going through a loss in the family I will let them know I am there to talk and I will help them grieve.

#### CD IV c Family Questionnaires Feedback

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

Some of the responses surprised me by the fact that the parents do know how I teach their children and that they think that I do a very well job. I got only 2's and 3's that makes me confident in knowing that I can teach young children. My new goal from getting the feedback is going to be to focus a lot on fine and gross motor skills, reading and writing skills and to help the children know how we need to treat others.

## Competency Statement V & Resource Collection V

Competency Statement V	Functional Areas	Definitions
To ensure a well-run, purposeful program responsive to participant needs	I2. Program Management	I2. 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.
<p>I will be 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 by making sure all of the important stuff is always written down. I will also make sure that the way I teach is helping the children develop and grow correctly. i will ensure that I will stay organized with everything. I will make sure the the classroom is always organized. I will make sure that we plan everything, like lessons and fun activities. I will ensure that we will keep all of the correct records that are needed. I will always make sure that I am communicating with others and be the co-worker I want to have.</p>		





- CP V-a Observation Tools
- CS V a Observation Tool (from RC V)

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

I first write down the child's name and age, I then write what the child was doing for example, playing with blocks. Then you write what you observed. Then last you write what you learned about that child. I like this form because you will know how that child is growing physically, emotionally, and mentally.

### Importance of Observation and Documentation

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

You need observation and documentation forms so that you can keep track of that child's progress. Also, if the child is having problems it helps you communicate to the parent.

### Accurate Observations

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

When doing observations you have to keep your opinion out of it. You should only be stating the facts. That way you know for sure how the child is developing and learning correctly.

## B. Competency Statement VI & Resource Collection VI

Competency Statement VI	Functional Areas	Definitions
To maintain a commitment to professionalism	3. Professionalism	3. Candidate makes decisions based on knowledge of research-based early childhood practices, promotes high-quality in child care services, and takes advantage of opportunities to improve knowledge and competence, both for personal and professional growth and for the benefit of children and families.
<p>I will make decisions based on knowledge of research-based early childhood practices, promotes high-quality in child care services, and takes advantage of opportunities to improve knowledge and competence, both for personal and professional growth and for the benefit of children and families by always remembering what I have learned and I will take classes to keep me up to date. I will ensure that my services in child care are all high quality and up-to-date. I will continue to take classes to further my knowledge on child care. I will stay up-to-date on laws and regulations. I will know what is expected of me.</p>		

- RP VI-a An Early Childhood Professional

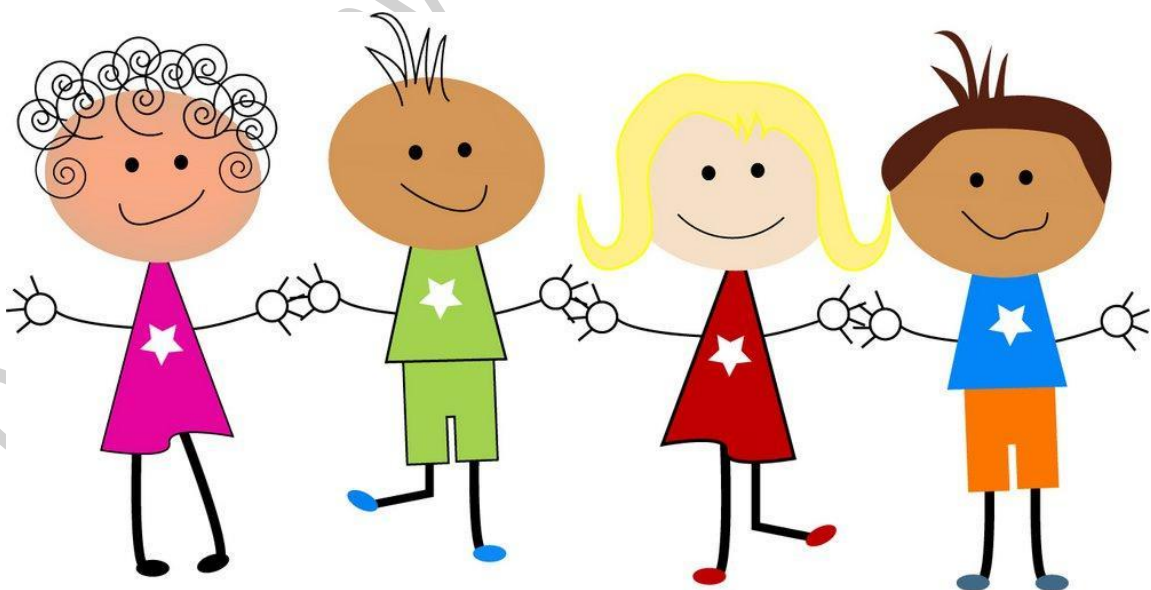
Reflect on why you choose to become an early childhood professional or have spent time taking classes on and learning about children. Why will you be an advocate for children?

I have always loved children. They are innocent and pure. They hold a big part of heart and I want to help them develop and help them to know they are loved. I want them to have a safe place to come! I want then to know they are loved!!

- RP VI-b Indicators of Professionalism

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

The most important thing that I would say is my love for the children and my desire to help them! I want the children to be the best person that they could possible be. I will help them with whatever is needed. The child always comes first.



CP & CS VI

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

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

- RC VI-1b Qualification requirements for personnel
  - <http://health.utah.gov/licensing/centerinterpretation.htm> R430-100-7: PERSONNEL.
  - Print a copy of the section(s) that describes qualification requirements for personnel (teachers, directors, and assistants).
  
- RC VI-1c Ratio Requirements
  - <http://health.utah.gov/licensing/rules/Interpretation/Center/Section%2011%20-%20Supervision%20&%20Ratios.pdf> R430-100-11: SUPERVISION AND RATIOS.
  - Print off information that states the requirements for group size and adult-child ratio requirements.

● RC VI-2 Early Childhood Associations  
List two early childhood associations (national, regional, state, or local) That can be joined with a membership. Include website addresses and describe the professional resources and membership opportunities they each offer.

- Childhood association #1 \_\_\_\_\_
- Childhood association #2 \_\_\_\_\_

● RC VI-3 Reporting Child Abuse and Neglect  
Provide summaries of the legal requirements in your state regarding child abuse and neglect (including contact information for the appropriate agency in your state) and Mandatory Reporting Guidelines.

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

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

Utah Department of Human Services

Phone: (801) 538-4171

FAX: (801) 538-4016

email: [dirdhs@utah.gov](mailto:dirdhs@utah.gov)

Hotline: 1 (855) 323-3237

- **Explain Mandatory Reporting Guidelines**

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

If you suspect child abuse you have to fill out a report. After the report is made the local law enforcement has to look into it. They won't tell them your name and you will not be told how things went. If you don't report it you could be seen as assisting in child abuse.

## RC VI-I Child Care Regulations

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

Bureau of Child Development, Child Care Licensing Program

44 N. Mario Capecchi Dr.

P.O. Box 142003

Salt Lake City, UT 84114-2003

(801) 584-8294

o Qualification Requirements for Personnel

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

o Ratio Requirements

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

**RC VI-2 Early Childhood Associations**

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

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

[www.naeyc.org](http://www.naeyc.org)

They offer:

Face-to-face training

Technology-based learning

Accreditation Training

Annual Conference and Institute

You also get a discount if you are a member

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

[www.acei.org](http://www.acei.org)

They promote innovative solutions to education challenges and inspire action that creates positive, sustainable futures for children and youth worldwide.

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

[www.nccanet.org](http://www.nccanet.org)

They offer:

webinars

conferences

resource articles

If you joint you have access to it all.

CS VI a Early Childhood Professional

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

I chose to become an early childhood professional so that I can help children reach their full potential. I want to provide a loving surrounding for all children. I love children and their personalities and really enjoy being around them.

CS VI a Early Childhood Professional

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

The most important thing that I would say is my love for the children and my desire to help them! I want the children to be the best person that they could possible be. I will help them with whatever is needed. The child always comes first.

Do Not Copy Student Example



## I. Professional Philosophy Statement

### Professional Philosophy Statement

I believe that when teaching young children you need to plan your activities/lessons on where they are with their learning. One need to keep those children in mind while planning an activity to meet their full potential of their current developmental needs.

I believe that young children learn best when they do hands-on activities and lessons. Also, I think that it is important for the to be interested in what they are going to be learning about, so keep it fun and entertaining.

My role as their teacher/caregiver is to give them a place where they feel safe and loved. I also know that they need to be learning so that they should enjoy coming to school/daycare. I will always make sure that the children know they are loved and it is safe with me, because it may be the only safe place they may have.

I know that I need to have a good relationship with every family. So, I can support them and to teach the children the same way they have. I will also have good communications with every family. I will let the parents know that their child/children are in good hands! One of the main things I think is important is that the children know they are loved!

The children ALWAYS come first!!

*Place the resources for RC VI behind this page.*