CIRCLE CDA TRAINING PROGRAM

Competency Goals Guide
Preschool Endorsement

CHILDREN'S LEARNING INSTITUTE

UTHealth
The University of Texas
Health Science Center at Houston

CiRCLE
CDA TRAINING PROGRAM
Preschool

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The CIRCLE CDA Training Program is available on the CLI Engage platform.

Children's Learning Institute at UTHealth

cliengage.org

GENERAL INFORMATION

The CIRCLE CDA Training Program was developed by the Texas School Ready Project, part of the Children's Learning Institute at UTHealth. The goal of the CIRCLE CDA Training Program is to provide all 120 hours of high quality, formal professional development hours to enable early childhood teachers earn the required training hours needed to apply for the Preschool Child Development Associate© (CDA) national credential. Awarded by the Council for Professional Recognition, the CDA is the most recognized credential for early childhood professionals.

All CIRCLE CDA professional development, provided through online courses developed by the Children's Learning Institute, is free to eligible CLI Engage users. Through the CIRCLE CDA Training Program, participants will have the opportunity to complete all 120 hours needed to apply for the CDA, as well as online support in preparing their CDA Professional Portfolio, a required collection of reference materials related to their work.

This CIRCLE CDA Competency Goal Guide is for preschool teachers who work with children from the ages of three to five, and are interested in earning the Preschool CDA credential.

CDA Subject Areas

Teachers participating in the CIRCLE CDA Training Program will have the opportunity to complete 120 hours of required professional development through a series of online courses in the CDA Subject Areas:
- Planning a safe and healthy learning environment
- Advancing children's physical and intellectual development
- Supporting children's social and emotional development
- Building productive relationships with families
- Managing an effective program operation
- Maintaining a commitment to professionalism
- Observing and recording children's behavior
- Understanding principles of child development and learning

Participation

Eligible CLI Engage users have access to the CIRCLE CDA Training Program for free. Teachers in Texas public schools, Head Start programs, Texas School Ready programs, and Texas Rising Star Certified Providers are eligible, as well as students enrolled in high school CTE programs and public higher education institutions. (Visit CLI Engage to download supplemental resources for CTE teachers and students).

Teachers who choose to participate will need the following items:
- A computer or tablet to access the online courses on CLI Engage
- An active CLI Engage account
- Purchase "Essentials for Working with Young Children" textbook, the "Essentials Workbook," and the "Preschool CDA Competency Standards" book from the Council

for Professional Recognition [2013 or 2017 [preferred] edition]
- Pay a non-refundable/non-transferable application fee to the Council for Professional Recognition when ready to apply
- Free Texas Workforce Registry account on TECPDS (recommended): www.tecpds.org

CIRCLE CDA Competency Goals Guide

This guide is a road-map to individuals who are interested in enrolling in the CIRCLE CDA Training Program. This document will serve as your syllabus to show you courses that you will take along with other assignments that you will need to complete in order to apply for the Preschool Child Development Associate© national credential.

The CIRCLE CDA Training Program is customizable for early childhood professionals at every stage in their careers, from high school students preparing for their first full-time position to seasoned professionals with many years of experience. **The training available through this program can be completed as a whole, or just sections to complement other training already completed through other approved training methods** (see the Council for Professional Recognition's website for additional information.)

The six competency goals are covered across many courses including the eCIRCLE courses, CIRCLE CDA courses, and others, all developed by the Children's Learning Institute and housed on CLI Engage. The purpose of this resource is to "put it all together" for the CDA Candidate so you can understand the relationships between online training, assignments to demonstrate competence, and resource collection items. Together, these materials will prepare participants to apply for their CDA. Additional resources to support your path to the CDA are available on CLI Engage, under the Online Learning and Professional Development section. Look for the CIRCLE CDA Training Program, and a dedicated section for Program Resources.

This guide includes the following:
- Competency Goals and key topics for each CDA subject area
- Alignment of the CLI Engage online materials to the CDA functional areas, including:
  o eCIRCLE online courses
  o CIRCLE CDA online courses
  o TECPDS Texas Core Competencies for Early Childhood Practitioners and Administrators online courses
  o CDA Professional Learning Sessions supplemental resources
- An Essentials for Working with Young Children Textbook Reading
- An Essentials Workbook questions
- Resource Collection Items
- Putting it all together
  o CDA Functional Area Statement (big picture what they should be able to demonstrate)
  o Competency statement prompts
  o Quiz questions

CIRCLE CDA Training Program: Professional Development Alignment

The following table is an overview alignment of the professional development courses on CLI Engage to the CDA Competency Goals. Completion of all courses provides more than 120 hours of training. The number of hours awarded for completion of each course is on the following pages; in addition to the courses listed here, there are 15 professional learning sessions (at least one for each CDA Functional Area).

COMPETENCY GOALS	COURSES ON CLI ENGAGE	
Plan Your CDA Journey	**CIRCLE CDA** Introduction	
Goal I: To establish and maintain a safe, healthy learning environment.	**CIRCLE CDA** Safe Health **eCIRCLE** Classroom Management	**TX Core Competencies (Practitioners)** Learning Environments, Planning Framework, Curriculum, and Standards Health, Safety, and Nutrition
Goal II: To advance physical and intellectual competence.	**eCIRCLE** Early Childhood Mathematics Discovering Early Childhood Science Letter Knowledge Read Aloud Building Vocabulary Phonological Awareness Written Expression Setting the Stage for Children's Talk English Language Learners	**CIRCLE CDA** Physical Fostering Creativity in the Early Childhood Classroom **TX Core Competencies (Practitioners)** Child Growth and Development Supporting Skill Development Diversity and Dual Language Learners
Goal III: To support social and emotional development and to provide positive guidance.	**eCIRCLE** Social and Emotional Learning Understanding Special Needs	**TX Core Competencies (Practitioners)** Responsive Interactions & Guidance **CIRCLE CDA** Guidance
Goal IV: To establish positive and productive relationships with families.	**CIRCLE CDA** Families Part 1 and Part 2 **TX Core Competencies (Practitioners)** Family & Community Relationships	**TX Core Competencies (Administrators)** Instituting Family and Community-Centered Programming
Goal V: To ensure a well-run purposeful program that is responsive to participants needs.	**CIRCLE CDA** Program Management **TX Core Competencies (Practitioners)** Learning Environments, Planning Framework, Curriculum, and Standards Observation and Assessment	**TX Core Competencies (Administrators)** Establishing and Maintaining an Effective Organization Human Resource Leadership and Development Implementing a Developmentally Appropriate Curriculum and Environment
Goal VI: To maintain a commitment to professionalism.	**CIRCLE CDA** Professionalism	**TX Core Competencies (Practitioners)** Introduction Professionalism and Ethics
Prepare Your Portfolio	**CIRCLE CDA** Building Your Professional Portfolio	

The online professional development courses aligned to the CIRCLE CDA Training Program are components of existing professional development series on CLI Engage. All courses on CLI Engage provide certificates of completion, aligned to Child Care Licensing requirements or Texas Education Agency's Continuing Professional Education (CPE) requirements. Descriptions of each of the course series are below. The following pages provide additional information about the specific online courses on CLI Engage and additional items to complete for each CDA Goal Area.

eCIRCLE Professional Development

The eCIRCLE Professional Development Program includes 16 courses (73.5 hours) for teachers and administrators serving children three to six years of age. These courses include extensive video-based demonstrations of effective instructional practices, as well as application-based assignments and activities. eCIRCLE is well-aligned to the Texas Prekindergarten Guidelines, covering topics in classroom management, language and literacy, social and emotional development, science, and mathematics.

CIRCLE CDA Online Courses

CLI expanded its online courses to provide early childhood teachers the training hours needed to apply for the Child Development Associate (CDA) Credential™ for Center-Based Programs, Preschool Endorsement. These online courses provide professional development in CDA area not directly covered through eCIRCLE, including guidance, health, safety, families, physical development, creative arts, and professionalism, as well as a course to develop the Professional Portfolio

Texas Core Competencies for Early Childhood Practitioners and Administrators Online Courses (Two Course Series for Practitioners and Administrators)

Developed by the Texas Early Childhood Professional Development System, these online training modules provide information about the core competencies found in the *Texas Core Competencies for Early Childhood Practitioners and Administrators*. While early learning guidelines tell us what children need to know and be able to do, the core competency framework integrates this information with processes in which children and their families interact with practitioners in the classroom or program context. Core competencies for early childhood practitioners clearly articulate the knowledge and skills all types of early childhood practitioners should possess in order to provide responsive, rich experiences.

CDA Professional Learning Sessions

Additional resources for the CIRCLE CDA Training Program are also hosted in the Professional Learning Sessions section of CLI Engage. This collection includes one-hour sessions for each of the CDA functional areas. These sessions can be completed individually (to earn a one-hour certificate) or facilitated in a group setting to introduce concepts, summarize topics, or as additional training in each area. After completing the courses in each Goal area, teachers can use these sessions to specifically align what they learned in the courses with the CDA. Each of the CDA sessions also includes an alignment to the TEKS and facilitation guides.

Facilitating Group Sessions

CLI Engage provides opportunities for administrators, specialists, CTE teachers, and others to facilitate group sessions of online courses and the professional learning sessions to support teachers through the CDA process.

CLI Engage Online Courses:
Visit the CLI Engage website to learn more about becoming an online course facilitator, or contact engagefacilitatorapps@uth.tmc.edu. Facilitated courses provide a different type of certificate for participants than self-instructional courses.

Professional Learning Sessions:
The CDA professional learning sessions provide two options: self-instructional completion on your own, or facilitation guides for group delivery. The guides include activities to support teachers in learning the content in the session.

Goal I: To establish and maintain a safe, healthy learning environment

GOAL I	TO ESTABLISH AND MAINTAIN A SAFE, HEALTHY LEARNING ENVIRONMENT
SUBJECT AREA	PLANNING A SAFE AND HEALTHY LEARNING ENVIRONMENT
CDA Functional Areas **Safe** **Healthy** **Learning Environments**	**CLI Engage Courses and Resources** • CIRCLE CDA Safe *(5 hours)* • Core Competencies (Practitioner): Health, Safety, and Nutrition *(1 hour)* • Professional Learning Session: CDA Safety *(1 hour)* • CIRCLE CDA Healthy *(5 hours)* • Professional Learning Session: CDA Health *(1 hour)* • eCIRCLE Classroom Management *(4 hours)* • Core Competencies (Practitioner): Learning Environments, Planning Frameworks, Curriculum, and Standards *(1 hour)* • Professional Learning Session: CDA Learning Environments *(1 hour)*

Essentials Textbook Reading

Introduction
Chapter 1 – Safe
Chapter 2 – Healthy
Chapter 3 – Learning Environment

Essentials Workbook Questions

Introduction
Safe
Healthy
Learning Environments

Resource Collection Items

☐ **RCI-1** First Aid and Infant/child (pediatric) CPR course
☐ **RCI-2** One weekly menu
☐ **RCI-3** Sample of weekly plan (lesson plan)

Putting It All Together: CDA Functional Area Statement

What are you able to demonstrate?

CDA Functional Area 1 – Safe:
Candidate provides a safe environment and teaches children safe practices to prevent and reduce injuries.

CDA Functional Area 2 – Healthy:
Candidate provides an environment that promotes health and prevents illness, and teaches children about good nutrition and practices that promote wellness.

CDA Functional Area 3 – Learning Environment:
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 special needs.

Competency Statement I prompts: (To establish and maintain a safe, health learning environment)

CS1a – Reflect on the sample menu in the Resource Collection (RCI-2).
If you designed the menu, how does it reflect your commitment to children's nutritional needs? If you did not design it, what are its strengths and/or what would you change?

CS1b – Reflect on the room arrangement 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 strengths and/or what would you change?

CS1c – Reflect on the weekly plan you included in your Resource Collection (RCI-3).
How does this 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?

Sample Quiz Questions

   Chapter 1 – Safe
   Chapter 2 – Healthy
   Chapter 3 – Learning Environment

Goal II: To advance physical and intellectual competence

GOAL II	TO ADVANCE PHYSICAL AND INTELLECTUAL COMPETENCE
SUBJECT AREA	ADVANCING CHILDREN'S PHYSICAL AND INTELLECTUAL DEVELOPMENT
CDA Functional Areas	**CLI Engage Courses and Resources**
Physical Cognitive Communication Creative	• CIRCLE CDA Physical *(8 hours)* • Professional Learning Session: CDA Physical *(1 hour)* • Core Competencies (Practitioner): Child Growth and Development *(1 hour)* • Core Competencies (Practitioner): Supporting Skill Development *(1 hour)* • eCIRCLE Early Childhood Mathematics *(6 hours)* • eCIRCLE Discovering Early Childhood Science *(4 hours)* • Professional Learning Session: CDA Cognitive *(1 hour)* • eCIRCLE Letter Knowledge *(6 hours)* • eCIRCLE Read Aloud *(6 hours)* • eCIRCLE Building Vocabulary *(6 hours)* • eCIRCLE Phonological Awareness *(6 hours)* • eCIRCLE Written Expression *(6 hours)* • eCIRCLE Setting the Stage for Children's Talk *(6 hours)* • eCIRCLE English Language Learners *(4 hours)* • Core Competencies (Practitioner): Diversity and Dual Language Learners *(1 hour)* • Professional Learning Session: CDA Communication *(1 hour)* • CIRCLE CDA Fostering Creativity in the Early Childhood Classroom *(5 hours)* • Professional Learning Session: CDA Creative *(1 hour)*

Essentials Textbook Reading

   Chapter 4 – Physical
   Chapter 5 – Cognitive
   Chapter 6 – Communication
   Chapter 7 – Creative

Essentials Workbook Questions

   Physical
   Cognitive
   Communication
   Creative

Resource Collection Items

RCII Nine learning experiences (activities) written in your own words, including one from each of the following curricular areas:

- ☐ RC II-1 – Science/Sensory
- ☐ RC II-2 – Language and Literacy
- ☐ RC II-3 – Creative Arts
- ☐ RC II-4 – Fine Motor (please choose an indoor activity)
- ☐ RC II-5 – Gross Motor (please choose an outdoor activity)
- ☐ RC II-6 – Self Concept
- ☐ RC II-7 – Emotional Skills/Regulation
- ☐ RC II-8 – Social Skills
- ☐ RC II-9 – Mathematics

For each experience, indicate the age groups and list the intended goals, materials and processes/teaching strategies. For each activity, discuss why it is developmentally appropriate for that age group.

Putting It All Together: CDA Functional Area Statement

What are you able to demonstrate?

CDA Functional Area 4 – Physical:
Candidate uses a variety of developmentally appropriate equipment learning experiences and teaching strategies to promote the physical development (fine motor and gross motor) of all children.

CDA Functional Area 5 – Cognitive:
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.

CDA Functional Area 6 – Communication:
Candidate uses a variety of developmentally appropriate learning experience and teaching strategies to promote children's language and early literacy learning, and help them communication their thoughts and feelings verbally and nonverbally. Candidate helps dual-language learners make progress in understanding and speaking both English and their home language.

CDA Functional Area 7 – Creative:
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 individual creative abilities.

Competency Statement II prompts: (To advance physical and intellectual competence):

CS II a – Pick one of the nine learning experiences you chose for your Resource ColleRCII). How does this experience reflect your philosophy of how to support young children's physical development?

CS II b – Pick one of the nine learning experiences you chose for your Resource Collection (RCII). How does this experience reflect your philosophy of how to support young children's cognitive development?

CS II c – Pick one of the nine learning experiences you chose for your Resource Collection (RCII). How does this experience reflect your philosophy of how to support young children's creative development?

CS II d – In an additional paragraph, describe ways to promote the communication/language development among all children, including dual language learners.

Sample Quiz Questions

Chapter 4 – Physical
Chapter 5 – Cognitive
Chapter 6 – Communication
Chapter 7 – Creative

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

GOAL III	TO SUPPORT SOCIAL AND EMOTIONAL DEVELOPMENT AND TO PROVIDE POSITIVE GUIDANCE
SUBJECT AREA	SUPPORTING CHILDREN'S SOCIAL AND EMOTIONAL DEVELOPMENT
CDA Functional Areas	**CLI Engage Courses and Resources**
Self Social Guidance	• eCIRCLE Social and Emotional Learning *(4 hours)* • eCIRCLE Understanding Special Needs *(4 hours)* • Core Competencies (Practitioners): Responsive Interactions and Guidance *(1 hour)* • Professional Learning Session: CDA Self *(1 hour)* • Professional Learning Session: CDA Social *(1 hour)* • CIRCLE CDA Guidance *(5 hours)* • Professional Learning Session: CDA Guidance *(1 hour)*

Essentials Textbook Reading

Chapter 8 – Self
Chapter 9 – Social
Chapter 10 – Guidance

Essentials Workbook Questions

Self
Social
Guidance

Resource Collection Items

☐ **RCIII Bibliography of 10 books** – includes the titles, authors, publishers, copyright dates and short summaries of ten developmentally appropriate children's books that you have used with young children. Each book should support a different topic related to children's lives and challenges.

Subjects you might consider addressing include:
- Cultural or linguistic group identity
- Gender Identity
- Children with Special Needs
- Separation/Divorce/Remarriage/Family Structures
- Phases of the cycle of life from human reproduction to death
- Other topics that reflect the children and families with whom you work

Putting It All Together: CDA Functional Area Statement

What are you able to demonstrate?

CDA Functional Area 8 – Self:
Candidate develops a warm, positive, supportive, and responsive relationship with each child, and helps each child learn about and take pride in his or her individual and cultural identity.

CDA Functional Area 9 – Social:
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.

CDA Functional Area 10 – Guidance:
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.

Competency Statement III prompts: (To support social and emotional development and to provide positive guidance)

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

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

Sample Quiz Questions

Chapter 8 – Self
Chapter 9 – Social
Chapter 10 – Guidance

Goal IV: To establish positive and productive relationships with families

GOAL IV	TO ESTABLISH POSITIVE AND PRODUCTIVE RELATIONSHIPS WITH FAMILIES
SUBJECT AREA	TO BUILD PRODUCTIVE RELATIONSHIPS WITH FAMILIES
CDA Functional Areas	**CLI Engage Courses and Resources**
Families	• CIRCLE CDA Families, Part 1 and Part 2 *(10 hours total)* • Core Competencies (Practitioners): Family and Community Relationships *(1 hour)* • Core Competencies (Administrators): Instituting Family and Community-Centered Programming *(1 hour)* • Professional Learning Session: CDA Families Part 1 and Part 2 *(2 hours total)*

Essentials Textbook Reading:

Chapter 11 – Families

Essentials Workbook Questions:

Families

Resource Collection Items:

☐ **RC IV-1** – The name of the contact information (phone number, website, etc.) of a local agency that provides family counseling.

☐ **RC IV-2** – The name and contact information (phone, website, etc.) of a translation service for families whose home language is other than English is other than English as well as a service that provides American Sign Language translation.

☐ **RC IV-3** – The name, contact information and brief descriptions of 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).

☐ **RC IV-4** – A list of three or more websites, and brief descriptions of each, that provide current information to help families understand the development and learning of a 3 to 5 years old. At least one article must relate to child guidance.

Putting It All Together: CDA Functional Area Statement

What are you able to demonstrate?

CDA Functional Area 11 – Families:
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.

Competency Statement IV prompts: (To establish positive and productive relationships with families)

Begin your Reflective Statement about this Competency Standard with a paragraph describing how your teaching practices meet this Standard.

Then prepare at least one paragraph on each of the following:
CS IV a – How do you ensure that families are kept aware of what's happening in their child's daily/weekly life in your program?

CS IV b – 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?

CS IV c – 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.

Sample Quiz Questions:

Chapter 11 – Families

Goal V: To ensure a well-run purposeful program that is responsive to participants needs

GOAL V	TO ENSURE A WELL-RUN PURPOSEFUL PROGRAM THAT IS RESPONSIVE TO PARTICIPANTS NEEDS

SUBJECT AREA	MANAGING AN EFFECTIVE PROGRAM OBSERVING AND RECORDING CHILDREN'S BEHAVIOR UNDERSTANDING PRINCIPLES OF CHILD DEVELOPMENT
CDA Functional Areas	**CLI Engage Courses and Resources**
Program Management	• CIRCLE CDA Program Management *(10 hours)* • Core Competencies (Practitioner): Learning Environments, Planning Frameworks, Curriculum, and Standards *(1 hour)* • Core Competencies (Administrator): Establishing and Maintaining an Effective Organization *(1 hour)* • Core Competencies (Administrator): Human Resource Leadership and Development *(1 hour)* • Core Competencies (Administrator): Implementing a Developmentally Appropriate Curriculum and Environment *(1 hour)* • Professional Learning Session: CDA Program Management *(1 hour)*

Essentials Textbook Reading

Chapter 12 – Program Management

Essentials Workbook Questions

Program Management

Resource Collection Items

☐ **RC V** – Three samples of record keeping forms you use/have used. Include an accident report form, an emergency form and an completed tool/form that you have used to observe for and document a child's developmental/learning progress (Do not include the child's name).

Putting It All Together: CDA Functional Area Statement

What are you able to demonstrate?

CDA Functional Area 12 – Program Management:
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.

Competency Statement V prompts: (To ensure a well-run, purposeful program that is responsive to participant needs):

CS V – Then write at least one paragraph that describes how you used the observation tool/ form you included in the Resource Collection (RC V). Why are observation and documentation

important parts of program management? How do you ensure that you are accurately/ objectively observing and tracking each child's developmental and learning progress?

Sample Quiz Questions

Chapter 12 – Program Management

Goal VI: To maintain a commitment to professionalism

GOAL VI	TO MAINTAIN A COMMITMENT TO PROFESSIONALISM
SUBJECT AREA	MAINTAINING A COMMITMENT TO PROFESSIONALISM
CDA Functional Areas	**CLI Engage Courses and Resources**
Professionalism	• CIRCLE CDA Professionalism *(6 hours)* • Core Competencies (Practitioner): Introduction *(1 hour)* • Core Competencies (Practitioner): Professionalism and Ethics *(1 hour)* • Professional Learning Session: CDA Professionalism *(1 hour)*

Essentials Textbook Reading

Chapter 13 – Professionalism

Essentials Workbook Questions

Professionalism

Resource Collection Items

☐ **RC VI-1** – The name and contact information of your state's agency that is responsible for the regulation of child care centers and family child care homes. Make a copy of the sections that describe the qualification requirements for personnel (teachers, directors and assistants) and group size, adult-child ratio requirements.

☐ **RC VI-2** – A list of two or three early childhood associations (national, regional, state or local including website addresses, describing the professional resources and membership opportunities they each offer.

☐ **RC VI-3** – 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.

Putting It All Together: CDA Functional Area Statement

What are you able to demonstrate?

CDA Functional Area 13 – Professionalism: Candidate makes decisions based on knowledge of research-based early childhood practices, promotes high-quality in child care services, and takes advantages of opportunities to improve knowledge and competence, both for personal and professional growth and for the benefit of children and families.

Competency Statement VI prompts: (To maintain a commitment to professionalism)

Begin your Reflective Statement about this Competency Standard with a paragraph describing how your professional practices meet this Standard.

Then:

CS VI a – Reflect on why you chose to become an early childhood professional.

CS VI b – Reflect on what you believe are the most important indicators of professionalism that you possess.

Sample Quiz Questions:

Chapter 13 – Professionalism