



## **CDA Content Guide**

The TSR Registered Apprenticeship Program (TSR-RAP) will support selected Year 1 TSR Teachers for two years towards completing the requirements to apply for a CDA National Credential from the Council for Professional Development. The TSR Teachers will continue to meet the requirements as TSR Teachers with TSR coaching and professional development, and the Apprenticeship components are layered on top of their TSR participation.

The TSR-RAP Specialist will schedule time with the Apprentice monthly to:

- Reflect on the progress of previous goals.
- Discuss content from the CDA Essentials for Working with Young Children and related Texas Core Competencies for Early Childhood Practitioners that can be implemented in their classroom with the children.
- Create new CDA Component Goals which can be documented on a Teacher Pacing Guide to help with time management for task completion.

The TSR-RAP Year-at-a-Glance provides an overview of the three main components for 2023-2035, which are (1) Professional Development Courses, (2) CDA Portfolio Assignments, and (3) CDA textbook assignments.

### **Professional Development Courses**

The Texas School Ready Professional Development courses are listed in black text, and the courses listed in red are the CIRCLE CDA content courses to help complete the 120 hours over eight subject areas. The Apprentices need to meet the Council for Professional Recognitions requirement of ten professional development hours within the eight subject areas below:

The TSR-RAP Professional Development schedules are available to help Apprentices calculate the professional development hours they will receive with the eligible training hours they earned from their previous three years before participating to meet the 144 hours required by the Department of Labor.

### **CDA Portfolio Assignments**

Twenty-six TSR-RAP Curriculum Guides that cover the thirteen CDA Functional Areas (illustrated in the chart above) are available. Thirteen guides are specific for Infant and Toddler Teacher discussions, and the other thirteen are for Preschool Teacher meetings. However, there is some overlap in the guides because CDA Candidates are expected to be familiar with child development from birth to age five years old, regardless of the age group they teach.

The TSR-RAP Curriculum Guides are a support for the TSR-RAP Specialist to provide a quick reference for the required CDA portfolio items with reflective prompts, a list of resources that can be shared with the teacher, and related content items that can be discussed during the monthly call with the teacher. The Texas Core Competencies for Early Childhood Practitioners and the Continuous Quality Improvement (CQI) items that align with the thirteen subject areas are listed at the bottom of the guides.

The TSR-RAP Specialist will be able to access the teacher's electronic folder on CLI Engage to review the Apprentices' progress annotated on the Continuous Quality Improvement observation tool. This information can help the TSR-RAP Specialist personalize the discussions with the Apprentice as they work on goal setting.

### **CDA Book Reading**

The Apprentices will receive three CDA books: CDA Essentials for Working with Young Children, CDA Essentials Workbook, and the Child Development Associate National Credentialing Program and CDA Competency Standards book (either Infant Toddler or Preschool) edition based on the age group they work within their work setting.

There are monthly assignments for reading the Essential books and answering the questions to assist with growing their foundational content knowledge and building their confidence for taking the CDA Exam.



# CDA TOPIC 1: SAFE

<b>PD</b>	<b>TSR ASSIGNED PROFESSIONAL DEVELOPMENT</b>
	CIRCLE CDA Safe (Self-Instructional) No TSR professional development scheduled.
<b>CDA AREA</b>	<b>CDA SUBJECT AREA 1: ECE BIG CONCEPTS</b>
	The adults' primary responsibility to families is to keep their children free from harm.
	A sense of belonging requires both physical and psychological safety. Educators can show children they can trust them and connect with their families to ensure the children experience regard and care for them.
	Brain development research shows that children's feelings of safety and security are essential for their development of higher-order thinking skills. (NAEYC - 6th Principle of Child Development).
	Maintaining adult: child ratios is in place to protect vulnerable, young children. Educators should be aware of how many children are in their care throughout the day.
	Adults should maintain the confidentiality of the children and their family's private information. (TCC Area 8)
	Educators can teach toddlers and preschool children how to help the adult keep them safe. (Essentials Book. p. 36)
<b>ESSENTIAL BOOKS</b>	<b>CDA ESSENTIAL BOOKS</b>
	Essentials for Working with Young Children - pages 9-58
	Essentials Workbook - pages 9-18
	Test Your Knowledge - page 19 <i>Review together</i>
<b>PORTFOLIO ITEMS</b>	<b>RESOURCE COLLECTION &amp; COMPETENCY STATEMENTS</b>
	CS I: Add 8-10 sentences to Competency Statement I Describe your teaching practice for creating and maintaining a safe, healthy learning environment. <b>Prompts:</b> What are potential dangers for young children that might occur indoors or outdoors that you take steps to prevent problems? Do you have any routines that you accomplish in the morning when opening up your classroom for the day?
	CS I-b: Add 8-10 sentences to Competency Statement I Reflect on your room environment and how you set it up for young children to learn. <b>Prompts:</b> Tell me how you think young children learn best. Considering what you believe about how they learn best, how is that philosophy implemented in your classroom environment? What opportunities have you added for the children in their environment?



<b>CONTENT REFLECTION QUESTIONS</b>	<b>CONTENT REFLECTION QUESTIONS FOR CALL WITH APPRENTICE</b>
	How often do you perform safety checks on the environment in and out of your classroom?
	What are your current safety rules for the children in your care?
	What strategies do you use to help children learn and follow safety rules in and out of the classroom?
	What is an example of a "safe practice" you could model with your children?
	Describe your practice in collecting and storing emergency contact information.
	What procedure(s) are in place at your site for handling safety concerns?
	How can you communicate to families what you have in place to keep the environment safe for the children in your care?
<b>CIRCLE CDA</b>	<b>CIRCLE CDA COURSE CONNECTIONS</b>
	<a href="#">This course is the one that is assigned.</a>
<b>CLI ENGAGE</b>	<b>CLI ENGAGE RESOURCES (CAC, CURRICULUM, AND OTHERS)</b>
	<a href="#">(PT) Core Competency Area 8: Health, Safety, and Nutrition</a>
	<a href="#">Functional Area 1: Safe Session (CDA Professional Learning Series)</a>
	<a href="#">Resource/Handout in English "Feeling Safe" Book Activity.</a>
	<a href="#">Resource/Handout in Spanish "Sentirse seguro/Feeling Safe" Book Activity.</a>
	<a href="#">Resource/Handout in Spanish "¿Qué te hace sentir seguro?/What Makes You Feel Safe?"</a>
	<a href="#">Resource/Handout in English "What Makes You Feel Safe?"</a>



<b>TEXAS CORE COMPETENCIES - PRACTITIONER</b>	
<b>COMPETENCY AREAS</b>	4.1.4 Provides children cues to remind them that there are times to control their bodies and actions (“hands in your lap,” “quiet feet”) and is sensitive to the limitations in the emerging ability to control their bodies and movement.
	4.1.7 Intervenes promptly and sensitively when behavior begins to escalate.
	4.1.14 Assists children when needed in their communications and interactions with peers (guide them as they resolve conflicts, speak respectfully to each other, and initiate and expand on each other’s play ideas).
	8.2.8. Responds appropriately and sensitively to children’s illnesses.
	8.3.4 Encourages children to follow safety rules (walking feet inside, playground safety).
	8.3.6 Maintains a clutter-free space for children to play and learn.
	8.3.8. Models and teaches simple safety precautions and rules to children.
<b>CQI TEACHER COMPETENCIES</b>	
<b>CQI COMPETENCY AREAS</b>	I-T CQI: Offers verbal and physical cues for self-control such as gestures, songs/rhymes that remind children to use specific behaviors, modeling how to ask for help, or offering alternative behavior choices (toddlers only). [4.1.4]
	I-T CQI: Helps resolve conflicts with peers by staying close during play times, remaining calm, giving children words and actions they can use with each other, setting limits to keep children safe, offering help, and encouraging empathy. [4.1.7]
	I-T CQI: Helps resolve conflicts with peers by staying close during play times, remaining calm, giving children words and actions they can use with each other, setting limits to keep children safe, offering help, and encouraging empathy. [4.1.14]
	I-T CQI: Responds promptly to signals of physical needs, including pain, discomfort, need for diaper change/potty, hunger or feeding cues, and sleepiness. [8.2.8]
	I-T CQI: Teaches words and actions related to safety. [8.3.4]
	I-T CQI: Infant Toddler Classroom Environmental Checklist [8.3.6]
	I-T CQI: Teaches words and actions related to safety (e.g., hot, dirty, safe/not safe, danger, stop, spit it out). [8.3.8]



## CDA TOPIC 2: HEALTHY

<b>PD</b>	<b>TSR ASSIGNED PROFESSIONAL DEVELOPMENT</b>
	Connect with Me: Promoting Social & Emotional Development- Part 1 + Deeper Dive PLC
<b>CDA AREA</b>	<b>CDA SUBJECT AREA 2: ECE BIG CONCEPTS</b>
	Wellness is defined as an active process of making choices that result in a healthy life.
	Childhood educators must work closely with children and families to help support a child's wellness through routines. Routines, such as handwashing, diapering and toileting, nap time, toothbrushing, and eating meals or snacks, are important in building relationships and supporting learning.
	An educator can effectively respond to illness by always ensuring children are safe and comfortable and by determining the child's wellness for participation in care or learning settings.
	Infants need adults to take care of their physical needs, but as they grow older, the adults should transfer some self-help responsibilities to the child.
	Empowering children, as young toddlers, to learn about and do things on their own helps them become independent problem solvers and decision-makers. It also helps them gain competence and confidence.
	Collaborating with families and ensuring children receive similar, consistent health messages helps reinforce the value of personal responsibility for keeping healthy.
	Children who suffer from abuse and neglect suffer side effects that impact their childhood and adult life. Identifying and reporting child abuse can save a child's life. You are obligated to identify and report abuse. Your objective is to keep children in your setting safe and healthy.
<b>ESSENTIAL BOOKS</b>	<b>CDA ESSENTIAL BOOKS</b>
	Essentials for Working with Young Children - pages 59-110
	Essentials Workbook - pages 20-32
	Test Your Knowledge - page 33 <i>Review together</i>
<b>PORTFOLIO ITEMS</b>	<b>RESOURCE COLLECTION &amp; COMPETENCY STATEMENTS</b>
	RC I-3: Add a sample weekly plan to include (1) goals/learning objectives for children's learning and development, (2) brief descriptions of the planned learning experiences, (3) a couple of accommodations for children with special needs (whether the class currently has children with a need- they want to see the teacher understand how to make adaptations/modifications for activities) and (4) the age group annotated for the activities.



<b>CONTENT REFLECTION QUESTIONS FOR CALL WITH APPRENTICE</b>	
<b>CONTENT REFLECTION QUESTIONS</b>	After completing the Indoor Health checklist on pages 61-63, what areas stood out to you, and what are your next action steps?
	What processes does your site use to review health records for each child? How do you ensure you know the necessary information, and how do you keep it organized?
	Describe how you communicate and receive health and dietary information with the parents you serve.
	Describe a setting when a child was sick or had an accident. What processes are followed in your center? How did you communicate with the family about it?
	What are ways to ensure you provide wellness practices when working with any child with an identified disability? How do you support the child and their family?
<b>CIRCLE CDA</b>	<b>CIRCLE CDA COURSE CONNECTIONS</b>
	The CIRCLE CDA course is the assigned course
<b>CLI ENGAGE</b>	<b>CLI ENGAGE RESOURCES (CAC, CURRICULUM, AND OTHERS)</b>
	<a href="#">(PT) Core Competency Area 8: Health, Safety, and Nutrition</a>
	<a href="#">Functional Area 2: Healthy Session CDA Professional Learning Sessions</a>
	<a href="#">Texas ITELG Module 2 - Early Physical Health &amp; Motor Development (SI) Included in TSR Comp PD</a>
<b>COMPETENCY AREAS</b>	<b>TEXAS CORE COMPETENCIES - PRACTITIONER</b>
	2.2.11 Provides opportunities for children to make appropriate choices (choosing between play activities, foods, etc.).
	2.2.13 Models and supports children as they learn self-help skills.
	4.1.5 Models and uses language to support children’s mastery of self-help skills (cleaning up a spill, using soap when washing hands, cleaning up toys.)
	4.5.10 Uses a variety of age-appropriate techniques consistent with state early learning guidelines to support scientific thinking: <ul style="list-style-type: none"> <li>• physical science</li> <li>• life science</li> <li>• earth and space</li> <li>• personal safety</li> <li>• health skills</li> </ul>
	8.2.8. Responds appropriately and sensitively to children’s illnesses.
	8.4.6. Models and encourages the development of self-help skills during mealtime.
	8.4.13. Engages children in activities and discussions that teach children about good nutrition.



<b>CQI TEACHER COMPETENCIES</b>	
<b>CQI COMPETENCY AREAS</b>	I-T CQI: Offers choices between two or three things to allow children to practice independence and build self-confidence. Excludes choices offered to redirect behavior. [2.2.11]
	I-T CQI: Models and encourages independence in hygiene routines (e.g., washing and drying hands, wiping face, blowing nose, covering cough, brushing teeth) (toddlers only). [2.2.13]
	I-T CQI: Supports and encourages independence in feeding skills (e.g., holding bottle, using fingers and/or utensils) (older infants and toddlers only). [2.2.13]
	I-T CQI: Supports and encourages independence in toileting routines (e.g., pulling pants down and up at potty time, flushing) (toddlers only). [2.2.13]
	I-T CQI: Models and encourages independence in hygiene routines (e.g., washing and drying hands, wiping face, blowing nose, covering cough, brushing teeth) (toddlers only). [4.1.5]
	I-T CQI: Teaches words and actions related to safety (e.g., hot, dirty, safe/not safe, danger, stop, spit it out). [4.5.10]
	I-T CQI: Models and encourages the expression of internal states by verbalizing observations of physical needs (e.g., hunger, fullness, sleepiness, pain, needing a diaper change/potty) and encouraging children to express their needs. [4.5.10]
	I-T CQI: Lesson plans show a connection between activities and instructional standards (e.g., align activities to national and/or state early learning guidelines). [4.5.10]
	I-T CQI: Responds promptly to signals of physical needs, including pain, discomfort, need for diaper change/potty, hunger or feeding cues, and sleepiness. [8.2.8]
	I-T CQI: Supports and encourages independence in feeding skills (e.g., holding bottle, using fingers and/or utensils) (older infants and toddlers only) [8.4.6]
I-T CQI: Talks about and offers nutritious food. [8.4.13]	





# CDA TOPIC 3: LEARNING ENVIRONMENT

<b>PD</b>	<b>TSR COMP PROFESSIONAL DEVELOPMENT</b>
	Connect with Me: Promoting Social & Emotional Development – Part 2 + Deeper Dive PLC
<b>CDA AREA</b>	<b>CDA SUBJECT AREA 3: ECE BIG CONCEPTS</b>
	Designing indoor settings for infants and toddlers should effectively create calm, playful, and home-like spaces to welcome children and families. Home-like spaces include culturally responsive planning that integrates children's home language and cultures.
	Environments that promote development and learning must meet the needs of children with one or multiple disabilities. Careful consideration and differentiation should be given to children with physical disabilities, visual and/or hearing impairments, and tactile sensitivities.
	Learning environments should promote an atmosphere of "yes," meaning that materials and settings are safe and acceptable for children to use. Careful differentiation is needed to create "yes" environments between infants and toddlers with varying degrees of physical mobility.
	Learning environments must strike a balance between engagement and appropriate stimulation. It includes being aware of color choices in walls, furniture, and materials to balance interest and engagement and not overstimulate children.
	Outdoor environments must support children's learning in developmentally appropriate ways. For infants, materials should align with developmental milestones such as rolling over, waddling, walking, climbing, and swinging. Toddlers must be given space to jump, tip-toe, pull toys, and balancing activities.
	Outdoor environments must consider the varying physical levels of infants, mobile infants, toddlers, and both infants and toddlers. Each group has specific physical and cognitive needs that must be supported through the materials and environment design.
	Safety must always be kept in mind when selecting furniture, materials, and activities for indoor and outdoor learning environments. Understanding potential risks and allergens for each child is necessary to create a safe environment for all children to thrive.
<b>ESSENTIAL BOOKS</b>	<b>CDA ESSENTIAL BOOKS</b>
	Essentials for Working with Young Children - pages 111-174
	Essentials Workbook - pages 34-45
	Test Your Knowledge - page 46    Review together



<b>PORTFOLIO ITEMS</b>	<b>RESOURCE COLLECTION &amp; COMPETENCY STATEMENTS</b>
	<p>RC I-2: Add three feeding schedules or menus for each age group to include (1) young infants, (2) mobile infants, and (3) toddlers.</p> <p>CS I-a: Reflect on the sample menu from Resource Collection I -2: If the apprentice designed the menu, how does it reflect their commitment to children's nutritional needs? If the apprentice did not design the menu, they need to identify strengths or areas for improvement and why.</p>
<b>CONTENT REFLECTION QUESTIONS</b>	<b>CONTENT REFLECTION QUESTIONS FOR CALL WITH APPRENTICE</b>
	How can you design the learning environment to meet the developmental needs of the children in your classroom?
	Reflect on the materials available to the children in your classroom. How can you adjust these materials so they will best promote children's development and learning? Which materials should you add or remove?
	How can you ensure the books available to children in your classroom are age-appropriate and do not unintentionally promote biases?
	How can you more effectively implement your planning and delivery of curricula?
	Review your current daily schedule and reflect on the effectiveness of your daily routines. Which activities or routines should you adjust to promote learning and development? Which timeframes should you modify to promote children's engagement?
<b>CIRCLE CDA</b>	<b>CIRCLE CDA COURSE CONNECTIONS</b>
	Functional Area 3: Learning Environments Session CDA Professional Learning Sessions
<b>CLI ENGAGE</b>	<b>CLI ENGAGE RESOURCES (CAC, CURRICULUM, AND OTHERS)</b>
	<a href="#">(PT) Core Competency Area 3: Learning Environments, Planning Framework, Curriculum, and Standards</a>
	<a href="#">All Together Now: Working Together to Create Positive and Inclusive Learning Environments for All Children Webinar</a>
	<a href="#">Everyone Belongs- Nurturing Diversity in Infant and Toddler Classrooms Webinar</a>
	<a href="#">Creating Inclusivity in the Classroom (ITSN Webinar)</a>
	<a href="#">Functional Area 3: Learning Environments Session CDA Professional Learning Sessions</a>



<b>TEXAS CORE COMPETENCIES - PRACTITIONER</b>	
<b>COMPETENCY AREAS</b>	1.1.12 Plans appropriate classroom experiences and curriculum across each of the developmental domains.
	1.2.6 Adapts aspects of the curriculum or program to address the needs, temperament, interests, and learning styles of individual children.
	1.5.2 Provides examples of playful activities that support development within each domain (playing with balls supports gross motor development, puzzles and fine motor, books and language, stacking cups, and cognitive).
	1.5.18 Ensures that curriculum, lesson plans, and daily schedules provide ample opportunities for child-initiated and adult-guided play based on children’s interests.
	2.2.8 Encourages self-regulation by consistently implementing program rules and routines (signals transitions, referring to the sequence and structure of the day, balancing structured and unstructured playing and learning opportunities).
	2.3.3 Provides examples of playful activities that support development within each domain (playing with balls supports gross motor development, puzzles and fine motor, books and language, stacking cups cognitive, etc.).
	2.3.7 Utilizes learning centers, stations, or interest areas to encourage play.
	2.3.19 Ensures that curriculum, lesson plans, and daily schedules provide ample opportunities for child-initiated and adult-guided play based on children’s interests.
	3.1.4 Consistently uses signals to alert and prepare children for transitions (fingerplays, songs, chants, changes in lighting.)
	3.1.7 Models potential ideas and uses for materials in the environment before transitioning to centers.
	3.1.8 Consistently follows a daily schedule.
	3.1.12 Moves around the room assisting children working with materials (demonstrates function, provides descriptions and labels, encourages critical thinking about a child’s activity).
	3.1.15 Uses the results of formal and informal assessments to plan learning opportunities for individuals and small and large groups.
	4.3.5 Provides children with various writing opportunities (shared and independent, different mediums such as salt or sand trays, shaving cream, and finger paint).
	4.6.1 Honors and teaches children about differences in children's heritage, home, and communities by integrating this diversity into the classroom environment, discussions, and activities.
	4.9.1 Provides children with various opportunities to engage in activities that support gross motor skills.
	4.9.2 Provides children with opportunities to engage in various activities that support the development of fine motor skills.
	6.1.1 Articulates the importance of a family’s culture as an influence on a child’s development (creative expression, response style).
	8.3.6 Maintains a clutter-free space for children to play and learn



<b>CQI TEACHER COMPETENCIES</b>	
<b>CQI COMPETENCY AREAS</b>	I-T CQI: Lesson plans show a connection between activities and instructional standards. [1.1.12]
	I-T CQI: Uses data from assessments/developmental milestones checklists to choose activities for lesson plans (e.g., plan whole-group activities to introduce a skill most children need, individual or small-group activities if only some children need skill practice or review, or adaptations for children with special needs). [1.2.6]
	I-T CQI: Promotes gross motor skills (crawling, pulling to stand, jumping, dancing, ball play, running, climbing, balancing, etc.) with games, toys, and songs. [1.5.2]
	I-T CQI: Promotes fine motor practice (e.g., grasping skills, building with blocks, lacing, simple puzzles, fill-and-empty activities); supports hand-eye coordination and/or using both hands. Excludes drawing, painting, or writing tools; see Early Literacy domain. [1.5.2]
	I-T CQI: Implements lesson plan activities generally as written to address the learning objectives. [1.5.18]
	I-T CQI: Follows a consistent daily schedule and routines (may be shown by including signals for transition routines, references to the visual daily schedule, talks about the schedule, and talks about changes in daily routine when needed). [2.2.8]
	I-T CQI: Explains what comes next using simple reminders, especially before and during transitions. [2.2.8]
	I-T CQI: Lesson plans show a connection between activities and instructional standards (e.g., align activities to national and/or state early learning guidelines). [2.3.3]
	I-T CQI: Plans activities to support children’s understanding of emotions through songs, book readings, pretend play, or other teacher-initiated activities (toddlers only). [2.3.3]
	Two or more CQI items are needed to show multiple examples of the educator engaging children in play-based activities: hands-on learning, social-emotional, book reading-early literacy.
	I-T CQI: Provides a high-quality learning environment (e.g., well-organized classroom arrangement; developmentally appropriate toys, books, and materials). [2.3.7]
	I-T CQI: Follows children’s lead to maintain their attention and support their interests. [2.3.19]
	I-T CQI: Extends children's interest by adding new content or ideas to broaden children's understanding or vocabulary. [2.3.19]
	I-T CQI (P) Explains what comes next using simple reminders, especially before and after transitions. [3.1.4]
	I-T CAI: Models and explains the activity before encouraging children to participate. [3.1.7]
I-T CAI: Follows a consistent daily schedule and routines (may be shown by including signals for transition routines, references to the visual daily schedule, talks about the schedule, and talks about changes in daily routine when needed). [3.1.8]	



<b>CQI TEACHER COMPETENCIES</b>	
<b>CQI COMPETENCY AREAS</b>	I-T CAI: Demonstrates and explains how things work to help children understand cause and effect.
	I-T CAI: Describes objects (how they look, feel, smell, etc.), experiences (e.g., "that was a long walk"), or feelings or internal states. [3.1.12]
	I-T CAI: Uses data from assessments/developmental milestones checklists to choose activities for lesson plans. [3.1.15]
	I-T CQI: Encourages play with drawing, painting, or writing tools that promote fine motor skills. [4.3.5]
	I-T CQI: Models respect for diversity, including culture, ethnicity, gender roles, special needs, and home languages, including reading books or using materials that reflect diverse backgrounds. [4.6.1]
	I-T CQI: Promotes gross motor skills (crawling, pulling to stand, jumping, dancing, ball play, running, climbing, balancing, etc.) with games, toys, and songs. [4.9.1]
	I-T CQI: Promotes fine motor practice (e.g., grasping skills, building with blocks, lacing, simple puzzles, fill-and-empty activities); supports hand-eye coordination and/or using both hands. Excludes drawing, painting, or writing tools; see Early Literacy domain. [4.9.2]
	I-T CQI: Models respect for diversity, including culture, ethnicity, gender roles, special needs, and home languages, including reading books or using materials that reflect diverse backgrounds. [6.1.1]
	I-T CQI: Provides high-quality learning environment (e.g., a well-organized classroom arrangement; developmentally appropriate toys, books, and materials. [8.3.6]



# CDA TOPIC 4: PHYSICAL

<b>PD</b>	<b>TSR COMP PROFESSIONAL DEVELOPMENT</b>
	(SI) Texas ITELG Module 1: Orientation and Module 2: Physical Health & Motor Development
	(FAC) CIRCLE Infant Toddler Foundations Training: Physical Health & Motor Development
<b>CDA SUBJECT AREA</b>	<b>ECE BIG CONCEPTS ON PHYSICAL DEVELOPMENT</b>
	Fine and gross motor activities should be offered daily for children and can be planned indoors or outdoors. Gross motor activities for the indoors could include providing music and dancing, obstacle courses, stretching, a little parade around the room, etc. The educator should match the level of difficulty in the activity with each child's skill and abilities.
	Adults often offer guided gross motor activities for children, but child-led, unstructured, free big-body play is also valuable for children's health, kinesthetic intelligence, and overall physical development.
	Providing "tummy time" with infants throughout the day will help strengthen their neck, shoulders, and arm muscles, impacting their ability to sit up, crawl, and develop physically.
	Infants should be limited in how long they are placed in bouncers, swings, and infant seats. These restrictive seats limit the child's movement, and a semi-upright position for a prolonged time can result in a strain on the developing spine.
	Interesting toys should be offered to children to encourage fine motor development with hand muscles and motor control.
	Indoor gross motor activities should be offered indoors during inclement weather.
	Observe the children during their play to provide support to children who may be uncoordinated in physical movements compared to other children. Children may not have opportunities for active play in their home life, need direct instruction on how to move their bodies, lack maturity, or need better motor coordination.
<b>ESSENTIAL BOOKS</b>	<b>CDA ESSENTIAL BOOKS</b>
	Essentials for Working with Young Children - pages 175-207
	Essentials Workbook - pages 47-56
	Test Your Knowledge - page 57 <i>Review together</i>



<b>PORTFOLIO ITEMS</b>	<b>RESOURCE COLLECTION &amp; COMPETENCY STATEMENTS</b>
	RC II-4 <b>Create one fine motor activity</b> offered indoors to add for one of the nine learning experiences/activities. Remind the apprentice of the nine activities, three should be appropriate for young infants, three for mobile infants, and three for toddlers.
	RC II-5 <b>Create one gross motor activity</b> offered outdoors. Remind the apprentice of the nine activities, three should be appropriate for young infants, three for mobile infants, and three for toddlers.
<b>CONTENT REFLECTION QUESTIONS FOR CALL WITH APPRENTICE</b>	CS II-a <b>Add five sentences to Competency Statement II</b> Reflect on one of the above (RC II-4 or RC II-5) learning experiences for supporting young children's physical development. <b>Prompts:</b> How do you provide opportunities for infants/toddlers to develop small, fine motor skills? When do you see children grasping toys? What materials or toys can you use to provide time for children to reach, squeeze, grasp, or move their wrists? What opportunities are available outside on the playground for large-motor skills? <i>*What CQI documented items that align to physical have you demonstrated in your classroom?</i>
	What ideas or strategies from the Essential Book- Physical chapter would you like to implement in your classroom?
	How would you describe a child's gross and fine motor development to a parent?
	How comfortable are you with the three baseline skills described in the book (pg. 194): locomotor, manipulative movement, and stability movement? Would you like to discuss that section together?
	What might you add to your classroom environment to provide interrelated opportunities for the development of skills in a playful way for children? (pg. 205)
	What did you notice about physical development discussed in the Essentials Book for the age group of children that are not in your class?
<b>CIRCLE CDA</b>	<b>CIRCLE CDA COURSE CONNECTIONS</b>
	<a href="#">CIRCLE CDA Physical (Self-Instructional)</a>



CLI ENGAGE RESOURCES (CAC, CURRICULUM, AND OTHERS)	
<b>CLI ENGAGE</b>	<a href="#">Welcome Page Content for the Infant Toddler CIRCLE Activity Collection (CAC) Physical Health and Motor Development (resources are also available in Spanish)</a>
	<a href="#">Family CIRCLE Activity Collection Sorted for Physical Health and Motor Development Activities (resources are also available in Spanish)</a>
	<a href="#">Navigating Concerns About Children’s Development Resource</a>
	<a href="#">Texas ITELG Module 2 - Early Physical Health &amp; Motor Development (Self-Instructional)</a>
	<a href="#">Move with Me: Supporting Early Physical Development and Health, Part 1 (Self-Instructional)</a>
	<a href="#">Move with Me: Supporting Early Physical Development and Health, Part 2 (Self-Instructional)</a>
	<a href="#">Infant, Toddler, &amp; Three-Year-Old Early Learning Guidelines &amp; Training</a>
	TEXAS CORE COMPETENCIES - PRACTITIONER
<b>COMPETENCY AREAS</b>	1.5.2 Provides examples of playful activities that support development within each domain (playing with balls supports gross motor development, puzzles and fine motor, books and language, stacking cups, and cognitive).
	1.1.12 Plans appropriate classroom experiences and curriculum across each of the developmental domains.
	2.3.3 Provides examples of playful activities that support development within each domain (playing with balls supports gross motor development, puzzles, and fine motor, books and language, stacking cups cognitive, etc.)
	2.3.4 Participates in child-initiated play with all children.
	2.3.5 Engages in playful activities throughout the day (songs, books, games, pretending).
	2.3.7 Utilizes learning centers, stations, or interest areas to encourage play.
	3.1.7 Models potential ideas and uses for materials in the environment before transitioning to centers.
	3.1.12 Moves around the room assisting children working with materials (demonstrates function, provides descriptions and labels, encourages critical thinking about a child’s activity).
	3.2.8 Implements curriculum activities and lessons with high fidelity (seems prepared, presents concepts as intended, keeps children engaged).
	4.9.1 Provides children with various opportunities to engage in activities that support gross motor skills.
	4.9.2 Provides children with opportunities to engage in various activities that support the development of fine motor skills.
	4.9.3. Plays games with children to encourage the development of eye-hand coordination (placing blocks in a bucket, lacing and beading, using scissors to cut out shapes).
	4.9.7. Integrates knowledge of developmental theory, state early learning guidelines, curriculum, positive guidance, and learning strategies to plan quality gross and fine motor experiences for children.





## CIRCLE INFANT-TODDLER TEACHER COMPETENCIES

### CQI COMPETENCY AREAS

I-T CQI: Promotes gross motor skills (crawling, pulling to stand, jumping, dancing, ball play, running, climbing, balancing, etc.) with games, toys, and songs. [1.5.2]

I-T CQI: Promotes fine motor practice (e.g., grasping skills, building with blocks, lacing, simple puzzles, fill-and-empty activities); supports hand-eye coordination and/or using both hands. Excludes drawing, painting, or writing tools; see Early Literacy domain. [1.5.2]

I-T CQI: Lesson plans show a connection between activities and instructional standards. [1.1.12]

I-T CQI: Lesson plans show a connection between activities and instructional standards (e.g., align activities to national and/or state early learning guidelines). Two or more CQI items are needed to show multiple examples of the educator engaging children in play-based activities: hands-on learning, social-emotional, book reading-early literacy. [2.3.3]

I-T CQI: Plans activities to support children’s understanding of emotions through songs, book readings, pretend play, or other teacher-initiated activities (toddlers only). [2.3.3]

Two or more CQI items are needed to show multiple examples of the educator engaging children in play-based activities: hands-on learning, social-emotional, book reading-early literacy.

I-T CQI: Encourages imitation when demonstrating skills and extending play. [2.3.4]

I-T CQI: Promotes flexibility in thinking by playing games that include small surprises or hide-and-find, offering open-ended materials, encouraging multiple uses, or explaining schedule changes. [2.3.4]

I-T CQI: Models and joins in pretend play (with or without props) Toddlers Only [2.3.4]

I-T CQI: Models and joins in pretend play (Toddlers only). [2.3.5]

I-T CQI: Engages children in back-and-forth play. [2.3.5]

I-T CQI: Provides a high-quality learning environment (e.g., a well-organized classroom arrangement; developmentally appropriate toys, books, and materials). [2.3.7]

I-T CQI: Models and explains the activity before encouraging children to participate. [3.1.7]

I-T CQI: Demonstrates and explains how things work to help children understand cause and effect. [3.1.12]

I-T CQI: Implements lesson plan activities generally as written to address the learning objectives. [3.2.8]

I-T CQI: Lesson plans show a connection between activities and instructional standards. [3.2.8]



<b>CIRCLE INFANT-TODDLER TEACHER COMPETENCIES (cont.)</b>	
<b>CQI COMPETENCY AREAS</b>	I-T CQI: Promotes gross motor skills (crawling, pulling to stand, jumping, dancing, ball play, running, climbing, balancing, etc.) with games, toys, and songs. [4.9.1]
	I-T CQI: Engages infants in tummy time activities (infants only). [4.9.1]
	I-T CQI: Provides supported sitting for infants (e.g., in lap, various kinds of seats) (infants only) [4.9.1]
	I-T CQI: Promotes fine motor practice (e.g., grasping skills, building with blocks, lacing, simple puzzles, fill-and-empty activities); supports hand-eye coordination and/or using both hands. Excludes drawing, painting, or writing tools; see Early Literacy domain. [4.9.2]
	I-T CQI: Promotes fine motor practice (e.g., grasping skills, building with blocks, lacing, simple puzzles, fill-and-empty activities); supports hand-eye coordination and/or using both hands. Excludes drawing, painting, or writing tools; see Early Literacy domain. [4.9.3]
	I-T CQI: Implements lesson plan activities generally as written to address the learning objectives. [4.9.7]
	I-T CQI: Lesson plans show a connection between activities and instructional standards. [4.9.7]



# CDA TOPIC 5: COGNITIVE

<b>PD</b>	<b>TSR ASSIGNED PROFESSIONAL DEVELOPMENT</b>
	CIRCLE I-T Foundations: Cognitive Development
	CIRCLE I-T CIRCLE Activity Collection PLC
<b>CDA AREA</b>	<b>CDA SUBJECT AREA 5: ECE BIG CONCEPTS</b>
	Cognitive development refers to children's ability to think, reason, and understand.
	Children are learning to expand their memories, increase their powers of attention, solve problems, think symbolically, employ logic, predict situation outcomes, understand others' perspectives, and understand cause and effect.
	Children learn more in the first 12 months of life than they will at any other time in their lives.
	Young children are active learners who use all of their senses to interact with the people and objects in their world.
	Preschoolers need adults to support their learning and guide them to higher levels of thinking and reasoning through modeling, questioning, exploration, and experimentation.
	Educators can support the development of children with cognitive impairments the same way they treat all children. Assume that with patience and repetition, all children can learn.
	One of the most important types of play in cognitive development is pretend play. Pretend play helps young children think before they act, which leads to abstract thinking.
<b>ESSENTIAL BOOKS</b>	<b>CDA ESSENTIAL BOOKS</b>
	Essentials for Working with Young Children - pages 208-262
	Essentials Workbook - pages 58-67
	Test Your Knowledge - page 68 ( <i>Review together</i> )
<b>PORTFOLIO ITEMS</b>	<b>RESOURCE COLLECTION &amp; COMPETENCY STATEMENTS</b>
	CS II: <b>Write 8-10 sentences</b> on your teaching practices to support children's cognitive development. Prompts: What do you say and do with the children? What are some strategies you have demonstrated on the CQI: Continuous Quality Improvement? How do you build the children's skills and abilities?
	CS II-b: <b>Write 8-10 sentences</b> on one of the nine learning experiences from Resource Collection II and reflect on how this activity supports children's young cognitive development.



<b>CONTENT REFLECTION QUESTIONS</b>	<b>CONTENT REFLECTION QUESTIONS FOR CALL WITH APPRENTICE</b>
	How would you define "cognitive development" in your own words to another teacher or parent?
	Why do you think pretend play is important for young children?
	Children's brains develop rapidly during early childhood. How can you help support children during this learning process?
	After reading the chart discussing Cognitive Skills for Young Children (pp. 217-219), do you see the difference in the age groups of how the children develop cognitive skills? Would you like to discuss that section together?
	Making accommodations for children with cognitive impairments is discussed on p. 221. How can you, as a teacher, help support children with intellectual disabilities?
<b>CIRCLE CDA</b>	<b>CIRCLE CDA COURSE CONNECTIONS</b>
	There is no CIRCLE CDA course for Cognitive. However, there is a PLS Functional Area 5. Please see the link below.
<b>CLI ENGAGE</b>	<b>CLI ENGAGE RESOURCES (CAC, CURRICULUM, AND OTHERS)</b>
	<a href="#">Functional Area 5: Cognitive Session (CDA: Professional Learning Sessions)</a>
	<a href="#">Learning with Me: Promoting Early Cognitive Development (included in the TSR PD schedule)</a>
	<a href="#">Module 3: Support Children's Progress in Cognitive and Social-Emotional Development (BEECH Modules)</a>
	<a href="#">Texas ITELG Module 5 - Early Cognitive Development (Included in the TSR PD schedule)</a>
	<a href="#">CIRCLE Activity Collection Infant Toddler: Cognitive Activity</a>
<b>COMPETENCY AREAS</b>	<b>TEXAS CORE COMPETENCIES - PRACTITIONER</b>
	1.5.2 Provides examples of playful activities that support development within each domain (playing with balls supports gross motor development, puzzles and fine motor, books and language, stacking cups, and cognitive).
	1.1.12 Plans appropriate classroom experiences and curriculum across each of the developmental domains.
	1.1.13 Uses knowledge about child development to meet the needs of individual children during group activities.
	1.1.14 Sets goals for individual children according to their level of development.
	1.1.20. Provides families with information about child development, including developmental stages and milestones within domains.



<b>TEXAS CORE COMPETENCIES – PRACTITIONER (cont.)</b>	
<b>COMPETENCY AREAS</b>	1.2.3 Is flexible enough in their interactions with children to allow for variation in personal preferences, behavioral styles, and temperament.
	1.2.6 Adapts aspects of the curriculum or program to address the needs, temperament, interests, and learning styles of individual children.
	1.5.4. Engages in playful activities throughout the day (songs, books, games, pretending).
	1.5.10 Expands on play initiated by children to reinforce language, ideas, and social development.
	1.5.11 Models problem-solving skills during play.
	1.5.18 Ensures that curriculum, lesson plans, and daily schedules provide ample opportunities for child-initiated and adult-guided play based on children’s interests.
	2.3.1 Initiates conversations about a child’s interests and uses open-ended questions (if age-appropriate) to elicit more elaborate responses.
	2.3.3 Provides examples of playful activities that support development within each domain (playing with balls supports gross motor development, puzzles and fine motor, books and language, stacking cups cognitive, etc.).
	2.3.4 Participates in child-initiated play with all children.
	2.3.5 Engages in playful activities throughout the day (songs, books, games, pretending).
	2.3.7 Utilizes learning centers, stations, or interest areas to encourage play.
	2.3.8 Shares information with parents about the role of play in their child’s development and reports on their child’s interests in the classroom.
	2.3.11 Expands on play initiated by children to reinforce language, ideas, and social development.
	2.3.12 Models problem-solving skills during play.
	2.3.19 Ensures that curriculum, lesson plans, and daily schedules provide ample opportunities for child-initiated and adult-guided play based on children’s interests.
	4.4.2 Uses math-specific vocabulary throughout the day (more and less, long and short, labels shapes of things).
	4.4.3 Integrates mathematical language and concepts into everyday routines and experiences (counting orange slices at snack, sorting crayons by color, patterning blocks, building a tower).
	4.4.4 Implements planned math activities and lessons that support the emergence of mathematical thinking with high fidelity (is well prepared, presents concepts as intended, keeps children engaged.) May seek guidance when adjustment requires the knowledge and experience of others.
	4.4.6. Engages children in planned and spontaneous discussions that encourage mathematical thinking through comparisons and hands-on manipulation.
	4.4.7. Uses observational and assessment data to adapt activities and provide targeted math instruction to small groups and individual children. May seek support but generally implements assessment-linked plans independently.



<b>TEXAS CORE COMPETENCIES – PRACTITIONER (cont.)</b>	
<b>COMPETENCY AREAS</b>	4.4.8. Provides repeated opportunities for children to hear and apply new mathematic knowledge.
	4.4.9. Consistently applies upward and downward scaffolds to support children’s mastery of new mathematics skills.
	4.4.12 Integrates knowledge of developmental theory, state early learning guidelines, curriculum, positive guidance, and learning strategies to plan effective literacy activities and instruction.
	4.5.2. Uses scientific vocabulary throughout the day (touch, taste, feel, cause, and effect, making predictions, collecting, comparing, exploring, reporting findings, using specific tools like magnifying glass, weather vane, and scale).
	4.5.4. Implements planned science activities and lessons that support the emergence of scientific thinking with high fidelity (is well prepared, presents concepts as intended, keeps children engaged). May seek guidance when adjustment requires the knowledge and experience of others.
	4.5.5 Engages children in planned and spontaneous discussions that encourage scientific thinking through comparisons and hands-on manipulation.
	4.5.7. Uses observational and assessment data to adapt science activities and provide targeted math instruction to small groups and individual children. May seek support but generally implements assessment-linked plans independently.
	4.5.8 Provides repeated opportunities for children to hear and apply new scientific knowledge.
	4.5.9. Consistently applies upward and downward scaffolds to support children’s mastery of new scientific skills.
	4.5.10 Uses a variety of age-appropriate techniques consistent with state early learning guidelines to support scientific thinking:
	<ul style="list-style-type: none"> <li>• physical science</li> <li>• life science</li> <li>• earth and space</li> <li>• personal safety</li> <li>• health skills</li> </ul>
	4.5.12 Integrates knowledge of developmental theory, state early learning guidelines, curriculum, positive guidance, and learning strategies to plan effective science activities and instruction.



<b>CQI TEACHER COMPETENCIES</b>	
<b>CQI COMPETENCY AREAS</b>	I-T CQI: Promotes gross motor skills (crawling, pulling to stand, jumping, dancing, ball play, running, climbing, balancing, etc.) with games, toys, and songs. [1.5.2]
	I-T CQI: Promotes fine motor practice (e.g., grasping skills, building with blocks, lacing, simple puzzles, fill-and-empty activities); supports hand-eye coordination and/or using both hands together. Excludes drawing, painting, or writing tools; see Early Literacy domain. [1.5.2]
	I-T CQI: Implements lesson plan activities generally as written to address the learning objective. [1.1.12]
	I-T CQI: Provides an upward scaffold in response to children’s correct and complete verbalizations and gestures by providing additional details to deepen children’s background knowledge and vocabulary. [1.1.13]
	I-T CQI: Provides a downward scaffold in response to children’s incorrect, incomplete, or missing verbalizations and gestures by using techniques such as simplifying the question, starting a word or phrase, and prompting for imitation. [1.1.13]
	I-T CQI: Uses data from assessments/developmental milestones checklists to choose activities for lesson plans (e.g., plan whole-group activities to introduce a skill most children need, individual or small-group activities if only some children need skill practice or review, or adaptations for children with special needs). [1.1.14]
	I-T CQI: Communicate regularly with children's families (e.g., school-home communication system; include family input when tracking children's development; share play-based, developmentally appropriate home learning activities. [1.1.20]
	I-T CQI: Leads individual and small-group activities for durations that are developmentally appropriate for children’s attention spans. [1.2.3]
	I-T CQI: Uses data from assessments/developmental milestones checklists to choose activities for lesson plans (e.g., plan whole-group activities to introduce a skill most children need, individual or small-group activities if only some children need skill practice or review, or adaptations for children with special needs). [1.2.6]
	I-T CQI: Sing songs, recites rhymes, and encourages children's participation. [1.5.4]
	I-T CQI: Encourages participation in book readings (e.g., encourages children to touch/hold books; points to pictures; responds to questions; acts out the story). [1.5.4]
	I-T CQI: Models and joins in pretend play (with or without props) (toddlers only) [1.5.4]
	I-T CQI: Links new objects, ideas, or concepts by making connections to something the child already knows or has experienced (e.g., "That cat is black, just like the one we read about in the book yesterday.") [1.5.10]
	I-T CQI: Extends children's interest by adding new content or ideas to broaden children's understanding or vocabulary (e.g., the child points to a plane, the teacher says, "That's a plane flying in the sky. Planes can go really fast. I wonder where that one is going?"). [1.5.10]
I-T CQI: Models problem-solving by talking while thinking through a problem, considering options, and reflecting on an outcome. [1.5.11]	

<b>CQI TEACHER COMPETENCIES (cont.)</b>	
<b>CQI COMPETENCY AREAS</b>	I-T CQI: Implements lesson plan activities generally as written to address the learning objectives. [1.5.18]
	I-T CQI: Elicits language from children by asking a variety of both closed- and open-ended questions. [2.3.1]
	I-T CQI: Encourages two-way conversation by pausing, making eye contact, asking questions, and allowing children to initiate and respond to conversational topics. [2.3.1]
	I-T CQI: Lesson plans show a connection between activities and instructional standards (e.g., align activities to national and/or state early learning guidelines). Two or more CQI items are needed to show multiple examples of the educator engaging children in play-based activities: hands-on learning, social-emotional, book reading-early literacy. [2.3.3]
	I-T CQI: Plans activities to support children’s understanding of emotions through songs, book readings, pretend play, or other teacher-initiated activities (toddlers only). [2.3.3]
	I-T CQI: Encourages imitation when demonstrating skills and extending play. [2.3.4]
	I-T CQI: Promotes flexibility in thinking by playing games that include small surprises or hide-and-find, offering open-ended materials, encouraging multiple uses, or explaining schedule changes. [2.3.4]
	I-T CQI: Models and joins in pretend play (with or without props) Toddlers Only. [2.3.4]
	I-T CQI: Models and joins in pretend play (Toddlers only). [2.3.5]
	I-T CQI: Engages children in back-and-forth play. [2.3.5]
	I-T CQI: Engages children in math activities (Toddlers only). [2.3.5]
	I-T CQI: Provides a high-quality learning environment (e.g., well-organized classroom arrangement; developmentally appropriate toys, books, and materials). [2.3.7]
	I-T CQI: Communicates regularly with children’s families (e.g., school-home communication system; includes family input when tracking children’s development; shares play-based, developmentally appropriate home learning activities). [2.3.8]
	I-T CQI: Links new objects, ideas, or concepts by making connections to something the child already knows or has experienced. [2.3.11]
	I-T CQI: Extends children's interest by adding new content or ideas to broaden children's understanding or vocabulary (e.g., the child points to a plane, the teacher says, "That's a plane flying in the sky. Planes can go really fast. I wonder where that one is going?"). [2.3.11]
	I-T CQI: Models problem-solving by talking while thinking through a problem, considering options, and reflecting on an outcome. [2.3.12]
I-T CQI: Follows children’s lead to maintain their attention and support their interests. [2.3.19]	
I-T CQI: Extends children's interest by adding new content or ideas to broaden children's understanding or vocabulary. [2.3.19]	





<b>CQI TEACHER COMPETENCIES (cont.)</b>	
<b>CQI COMPETENCY AREAS</b>	I-T CQI: Makes comparisons by talking about how things are the same (or not the same) and opposites (e.g., big/small). [4.4.2]
	I-T CQI: Talks about sequence, including steps to complete a task, repeat patterns, a daily schedule, or time concepts (e.g., today, tomorrow, before, next). [4.4.2]
	I-T CQI: Makes comparisons by talking about how things are the same (or not the same) and opposites (e.g., big/small). [4.4.3]
	I-T CQI: Talks about sequence, including steps to complete a task, repeat patterns, a daily schedule, or time concepts (e.g., today, tomorrow, before, next). [4.4.3]
	I-T CQI: Implements lesson plan activities generally as written to address the learning objectives. [4.4.4]
	I-T CQI: Talks about sequence including steps to complete a task, repeated patterns, a daily schedule, or time concepts (e.g., today, tomorrow, before, next). [4.4.4]
	I-T CQI: Models problem-solving by talking while thinking through a problem, considering options, and reflecting on an outcome. [4.4.4]
	I-T CQI: Engages children in math activities such as shape recognition, counting, measuring, sorting, or classifying (toddlers only). [4.4.4]
	I-T CQI: Makes comparisons by talking about how things are the same (or not the same). [4.4.6]
	I-T CQI: Engages children in math activities such as shape recognition, counting, measuring, sorting, or classifying (toddlers only). [4.4.6]
	I-T CQI: Uses data from assessments/developmental milestones checklists to choose activities for lesson plans. (e.g., plan whole-group activities to introduce a skill most children need, individual or small-group activities if only some children need skill practice or review, or adaptations for children with special needs). [4.4.7]
	I-T CQI: Labels objects, concepts, and actions throughout the day. [4.4.8]
	I-T CQI: Provides opportunities for children to participate both verbally and non-verbally. [4.4.8]
I-T CQI: Scaffolds children’s learning by simplifying (e.g., breaking down a task into smaller steps; demonstrating and prompting for imitation; starting a task for the child to finish; giving hand-over-hand assistance; giving clues or prompts; simplifying a task by narrowing choices; offering a simpler version of a toy). [4.4.9]	
I-T CQI: Scaffolds children’s learning by adding challenges (offering a more difficult task, offering more choices, suggesting a new challenge.) [4.4.9]	
I-T CQI: Implements lesson plan activities generally as written to address the learning objectives. [4.4.12]	

<b>CQI TEACHER COMPETENCIES (cont.)</b>	
<b>CQI COMPETENCY AREAS</b>	I-T CQI: Describes objects (how they look, feel, smell, etc.), experiences (e.g., "that was a long walk"), or feelings or internal states (e.g., "she looks tired"). [4.5.2]
	I-T CQI: Makes comparisons by talking about how things are the same (or not the same) and by talking about opposites (e.g., big/small). [4.5.2]
	I-T CQI: Demonstrates and explains how things work to help children understand cause and effect. [4.5.2]
	I-T CQI: Implements lesson plan activities generally as written to address the learning objectives. [4.5.4]
	I-T CQI: Models problem-solving by talking while thinking through a problem, considering options, and reflecting on an outcome. [4.5.4]
	I-T CQI: Makes comparisons by talking about how things are the same (or not the same). [4.5.5]
	I-T CQI: Uses data from assessments/developmental milestones checklists to choose activities for lesson plans. (e.g., plan whole-group activities to introduce a skill most children need, individual or small-group activities if only some children need skill practice or review, or adaptations for children with special needs). [4.5.7]
	I-T CQI: Labels objects, concepts, and actions throughout the day. [4.5.8]
	I-T CQI: Provides opportunities for children to participate both verbally and non-verbally. [4.5.8]
	I-T CQI: Scaffolds children's learning by simplifying (e.g., breaking down a task into smaller steps; demonstrating and prompting for imitation; starting a task for the child to finish; giving hand-over-hand assistance; giving clues or prompts; simplifying a task by narrowing choices; offering a simpler version of a toy). [4.5.9]
	I-T CQI: Scaffolds children's learning by adding challenges (offering a more difficult task, offering more choices, suggesting a new challenge). [4.5.9]
	I-T CQI: Models and encourages independence in hygiene routines (e.g., washing and drying hands, wiping face, blowing nose, covering cough, brushing teeth) (toddlers only). [4.5.10]
I-T CQI: Supports and encourages independence in feeding skills (e.g., holding bottle, using fingers and/or utensils) (older infants and toddlers only). [4.5.10]	
I-T CQI: Talks about and offers nutritious food and teaches words and actions related to safety (e.g., hot, dirty, safe/not safe, danger, stop, spit it out). [4.5.10]	
I-T CQI: Models and encourages the expression of internal states by verbalizing observations of physical needs (e.g., hunger, fullness, sleepiness, pain, needing a diaper change/potty) and encouraging children to express their needs. [4.5.10]	
I-T CQI: Lesson plans show a connection between activities and instructional standards (e.g., align activities to national and/or state early learning guidelines). [4.5.10]	
I-T CQI: Implements lesson plan activities generally as written to address the learning objectives. [4.5.12]	



# CDA TOPIC 6: COMMUNICATION

<b>PD</b>	<b>TSR ASSIGNED PROFESSIONAL DEVELOPMENT</b>
	Talk with Me- Part 2 + Deeper Dive PLC
	Talk with Me- Part 3 + Deeper Dive PLC
<b>CDA AREA</b>	<b>CDA SUBJECT AREA 6: ECE BIG CONCEPTS</b>
	As an early educator, you play a pivotal role in helping the children in your setting develop a strong foundation of language and literacy. They will use these skills to communicate with you and other children, to get involved in play, to learn to love books and learn from them, and to express their feelings and ideas in spoken and written forms.
	Before infants can understand or say words, they begin to communicate using gestures like facial expressions or by crying.
	Mobile infants can shake their heads or ask for an item by looking back and forth from the item to you.
	Parents and caregivers should be urged to sing, talk, and read to babies as soon as they are born.
	Between 18 months and 24 months, children learn hundreds of words and combine two words to form a simple sentence, like "Want juice" or "All gone".
	Display colorful pictures of familiar people and objects at eye level.
<b>ESSENTIAL BOOKS</b>	<b>CDA ESSENTIAL BOOKS</b>
	Essentials for Working with Young Children - pages 263-315
	Essentials Workbook - pages 69-81
	Test Your Knowledge - page 82 <i>Review together</i>
<b>PORTFOLIO ITEMS</b>	<b>RESOURCE COLLECTION &amp; COMPETENCY STATEMENTS</b>
	RC II 2: <b>Write one Language and Literacy Activity</b> to include (1) age group, (2) learning goal, (3) materials, (4) process/teaching strategies, and (5) how this activity is developmentally appropriate for that age group. Remind the apprentice that there should be three young infants, three mobile infants, and three toddler activities for the nine activities.
	CS II-d: <b>Write 8-10 sentences</b> describing ways the apprentice promotes communication and language development among all children, including dual language learners.
	CS III: <b>Write 8-10 sentences</b> describing how the apprentice's teaching practices support social and emotional development and provide positive guidance to young children.



<b>CONTENT REFLECTION QUESTIONS</b>	<b>CONTENT REFLECTION QUESTIONS FOR CALL WITH APPRENTICE</b>
	What type of Literacy-rich items would you find in a toddler classroom to introduce them to meaningful print?
	What strategies or activities can you provide to support young children's language development?
	What does communication look and sound like in an infant classroom?
	How would you explain what makes books "age-appropriate" for children? Why is it important to have age-appropriate books in your classroom?
	Why is talking with children during play important?
<b>CIRCLE CDA</b>	<b>CIRCLE CDA COURSE CONNECTIONS</b>
	<i>No direct correlation to the communication topic.</i>
<b>CLI ENGAGE</b>	<b>CLI ENGAGE RESOURCES (CAC, CURRICULUM, AND OTHERS)</b>
	<a href="#">CIRCLE Activity Collection: Language and Communication</a>
	<a href="#">(PT) Core Competency Area 6: Diversity and Dual Language Learners</a>
	<a href="#">Attachment, Identity, and the Home Language</a>
	<a href="#">Dual Language Learning and Brain Development Webinar</a>
	<a href="#">Module 1: Strategies for Responsive Caregiving that Help Build Language (BEECH Modules)</a>
	<a href="#">Module 2: Responsive Caregiving: Building Behavior, Language, and Literacy Skills (BEECH Modules)</a>
	<a href="#">Supporting Multilingual Learners in Infant and Toddler Childcare Settings Webinar</a>
	<a href="#">Talk with Me: Promoting Early Language Development (courses included in TSR schedule)</a>
	<a href="#">Texas ITELG Module 4 - Early Language &amp; Communication Development (Self-Instructional)</a>
	<a href="#">Language Development in Dual Language Learners (DLLs) Infant and Toddlers Webinar</a>

<b>TEXAS CORE COMPETENCIES - PRACTITIONER</b>	
<b>COMPETENCY AREAS</b>	2.4.2 Listens attentively to children’s communications (language, vocalizations, non-verbal cues) and responds promptly (does not ignore children’s vocalizations, questions, and comments). 1.1.12 Plans appropriate classroom experiences and curriculum across each of the developmental domains.
	2.4.2 Listens attentively to children’s communications (language, vocalizations, non-verbal cues) and responds promptly (does not ignore children’s vocalizations, questions, comments).
	2.4.3 Uses a variety of questions (open, closed, inferential) to encourage child engagement in lessons and activities.
	2.4.4 Allows children time to respond to questions before providing the answer or asking another question.
	2.4.6 Provides children with frequent opportunities to talk with caregivers throughout the day (small group, whole group, outdoor play, mealtimes).
	2.4.8 Expands on children’s understanding and interests by elaborating on what children say (child says, “I went to the zoo.” Depending on the level of the child, the teacher adds, “Did you see an elephant or a lion?” or “Can you tell me about some of the animals you saw?”).
	2.4.9 Scaffolds downward when children’s responses (or non-response) show a lack of understanding (asks follow-up questions that guide a child toward a meaningful response; for example, if the teacher asks, “What do you think is happening in this picture?” and the child is unable to provide a description, the teacher asks “What is the wolf trying to do to the pig’s house?”; finally, “Is the wolf trying to blow it down?”).
	2.4.10 Scaffolds upward when responses indicate a question or inquiry is too easy for a child (asks follow-up questions that pull for deeper understanding; for example, if the child responds, “The wolf wants to blow down the house.” The teacher queries, “Why does he want the house to fall?” or “Why is he having a harder time blowing down this house?”).
	2.4.14 Integrates scaffolding supports into curriculum and activities (adds leveled prompts and guiding questions to activity guides and books selected for read-aloud).
	3.2.5 Provides age-appropriate instruction.
	3.2.8 Implements curriculum activities and lessons with high fidelity (seems prepared, presents concepts as intended, keeps children engaged).
	4.2.1 Listens attentively (shows patience as the child works to express thoughts or communicate non-verbally).
	4.2.2 Speaks clearly (grammatically correct; tone and volume are easy for children to hear/understand).
	4.2.3 Talks to children or imitates sounds infants and toddlers make throughout the day (small group, whole group, centers, free play, outdoors).
	4.2.4 Engages children in conversations about various topics (their likes, dislikes, family, books, lessons).
	4.2.6 Extends children's language and/or models for children how to express complete ideas or sentences (child gestures and says "ball" and adult says "you see the red ball").
	4.2.7 Uses specific labels and descriptors throughout the day ("this is your bottle" versus "give it to me").



<b>TEXAS CORE COMPETENCIES – PRACTITIONER (cont.)</b>	
<b>COMPETENCY AREAS</b>	4.2.8 Uses a variety of questions (open, closed, inferential) to encourage communication.
	4.2.10. Engages children in communication and activities that extend children’s language.
	4.2.11. Embeds developmental guidance into language and communication curriculum activities and lessons.
	4.2.12 Uses observational and assessment data to adapt activities and provide targeted oral language instruction to small groups and individual children. May seek support but generally implements assessment-linked plans independently.
	4.2.14 Provides repeated opportunities for children to hear and use new vocabulary (singing songs, playful rhymes, and naming items in the environment).
	4.2.15 Applies upward and downward scaffolds to support children’s mastery of new vocabulary consistently.
	4.2.17 Implements strategies that support dual language learners.
	4.2.19 Integrates knowledge of developmental theory, state early learning guidelines, curriculum, positive guidance, and learning strategies to plan effective language and communication activities and instruction.
	4.3.1 Engages children in planned and spontaneous read-aloud throughout the day and seeks guidance when the implementation does not proceed as planned or adjustment is needed.
	4.3.2 Uses a variety of strategies to engage listeners and make reading fun (character voices, props, modulating tone, animation, hand movement).
	4.3.4 Provides opportunities for children to see writing (models writing on paper large enough for children to see the writing process, writes down what children say, labels elements in children's work or posters).
	4.3.5 Provides children with a variety of writing opportunities (shared and independent, different mediums such as salt or sand trays, shaving cream, and finger paint).
	4.3.6 Implements planned literacy activities and lessons that support the emergence of reading and writing skills with high fidelity (is well prepared, presents concepts as intended, keeps children engaged.) May seek guidance when adjustment requires the knowledge and experience of others.
	4.3.7. Engages children in planned and spontaneous discussions and activities that orient and familiarize children with print in their environment (points to labels, words, or icons used to organize classroom materials; points to words or tracks print while interacting with books; makes class posters, charts, or books together).
	4.3.9. Uses observational and assessment data to adapt activities and provide targeted instruction to small groups and individual children. May seek support but generally implements assessment-linked plans independently.
	4.3.10. Provides repeated opportunities for children to hear and apply new literacy knowledge.
	4.3.11. Consistently applies upward and downward scaffolds to support children’s mastery of new literacy skills.
	4.3.15 Integrates knowledge of developmental theory, state early learning guidelines, curriculum, positive guidance, and learning strategies to plan effective literacy activities and instruction.



<b>CQI TEACHER COMPETENCIES</b>	
<b>CQI COMPETENCY AREAS</b>	I-T CQI: Lesson plans show a connection between activities and instructional standards. [1.1.12]
	I-T CQI: Responds promptly and sensitively (warmly and with genuine concern/understanding) to children’s verbal and nonverbal signals, feelings, interests, and needs. [2.4.2]
	I-T CQI: Elicits language from children by asking various closed and open-ended questions. [2.4.3]
	I-T CQI: Encourages two-way conversation by pausing, making eye contact, asking questions, and allowing children to both initiate and respond to conversational topics. [2.4.4]
	I-T CQI: Provides opportunities for children to participate both verbally and nonverbally in group activities. [2.4.6]
	I-T CQI: Extends children's interest by adding new content or ideas to broaden children's understanding or vocabulary. [2.4.8]
	I-T CQI: Provides a downward scaffold in response to children’s incorrect, incomplete, or missing verbalizations and gestures by using techniques such as simplifying the question, starting a word or phrase, and prompting for imitation. [2.4.9]
	I-T CQI (P) Scaffolds children’s learning by simplifying (e.g., breaking down a task into smaller steps; demonstrating and prompting for imitation; starting a task for a child to finish; giving hand-over-hand assistance; giving clues or prompts; simplifying a task by narrowing choices; offering a simpler version of a toy). [2.4.9]
	I-T CQI: Provides an upward scaffold in response to children’s correct and complete verbalizations and gestures by providing additional details to deepen children’s background knowledge and vocabulary. [2.4.10]
	I-T CQI: Scaffolds children’s learning by adding challenges (offering a more difficult task, offering more choices, suggesting a new challenge.) [2.4.10]
	I-T CQI: Uses props and/or extension activities linked to the book. [2.4.14]
	I-T CQI: Leads whole-group activities for durations that are developmentally appropriate for children’s attention spans. [3.2.5]
	I-T CQI: Leads individual and small-group activities for durations that are developmentally appropriate for children’s attention spans. [3.2.5]
	I-T CQI: Implements lesson plan activities generally as written to address the learning objectives. [3.2.8]
	I-T CQI: Lesson plans show a connection between activities and instructional standards. [3.2.8]
I-T CQI: Paces interactions with children by speaking and moving at rates that match children's speed and pausing to allow turn-taking in conversation (including with nonverbal children). [4.2.1]	
I-T CQI: Accepts children's incorrect communication and gently rephrases it, modeling the correct grammar and pronunciation or adding words to make a complete sentence. [4.2.2]	



<b>CQI TEACHER COMPETENCIES (cont.)</b>	
<b>CQI COMPETENCY AREAS</b>	I-T CQI: Provides opportunities for children to participate verbally and nonverbally in group activities. [4.2.3]
	I-T CQI: Encourages two-way conversation by pausing, making eye contact, asking questions, and allowing children to initiate and respond to conversational topics. [4.2.4]
	I-T CQI: Provides an upward scaffold in response to children’s correct and complete verbalizations and gestures by providing additional details to deepen children’s background knowledge and vocabulary. [4.2.6]
	I-T CQI: Labels objects, concepts, and actions throughout the day. [4.2.7]
	I-T CQI: Elicits language from children by asking various closed and open-ended questions. [4.2.8]
	I-T CQI: Elicits language from children by asking various closed and open-ended questions. [4.2.10]
	I-T CQI: Encourages two-way conversation by pausing, making eye contact, asking questions, and allowing children to initiate and respond to conversational topics. [4.2.10]
	I-T CQI: Provides opportunities for children to participate verbally and nonverbally in group activities. [4.2.10]
	I-T CQI: Implements lesson plan activities generally as written to address the learning objectives. [4.2.11]
	I-T CQI: Provides opportunities for children to participate verbally and nonverbally in group activities. [4.2.11]
	I-T CQI: Uses data from assessments/developmental milestones checklists to choose activities for lesson plans. (e.g., plan whole-group activities to introduce a skill most children need, individual or small-group activities if only some children need skill practice or review, or adaptations for children with special needs). [4.2.12]
	I-T CQI: Labels objects, concepts, and actions throughout the day. [4.2.14]
	I-T CQI: Provides an upward scaffold in response to children’s correct and complete verbalizations and gestures by providing additional details to deepen children’s background knowledge and vocabulary. [4.2.15]
	I-T CQI: Provides a downward scaffold in response to children’s incorrect, incomplete, or missing verbalizations and gestures by using techniques such as simplifying the question, starting a word or phrase, and prompting for imitation. [4.2.15]
	I-T CQI: Makes efforts to use children’s home language and strategies for multilingual learners during interactions. [4.2.17]
	I-T CQI: Makes efforts to use children’s home language and strategies for multilingual learners during interactions. [4.2.17]
I-T CQI: Implements lesson plan activities generally as written to address the learning objectives. [4.2.19]	





<b>CQI TEACHER COMPETENCIES (cont.)</b>	
<b>CQI COMPETENCY AREAS</b>	I-T CQI: Encourages participation in book readings (e.g., encourages children to touch/hold books; points to pictures; responds to questions; acts out the story). [4.3.1]
	I-T CQI: Reads with an enthusiastic or dramatic voice and moderates tone based on the book's content. [4.3.2]
	I-T CQI: Begins book reading by capturing children's attention and inviting their interest in the book (positioning children where they can see the book, pointing to and showing the book, using excited voice, using children's names). [4.3.2]
	I-T CQI: Models writing as opportunities arise (e.g., writing children's names on artwork; dictating children's vocalizations) (toddlers only). [4.3.4]
	I-T CQI: Encourages play with drawing, painting, or writing tools that promote fine motor skills. [4.3.5]
	I-T CQI: Implements lesson plan activities generally as written to address the learning objectives. [4.3.6]
	I-T CQI: Encourages participation in book readings (e.g., encourages children to touch/hold books; points to pictures; responds to questions; acts out the story). [4.3.6]
	I-T CQI: Begins book reading by capturing children's attention and inviting their interest in the book (positioning children where they can see the book, pointing to and showing the book, using excited voice, using children's names). [4.3.6]
	I-T CQI: Encourage a plan with drawing, painting, or writing tools that promote fine motor skills. [4.3.6]
	I-T CQI: Takes advantage of incidental opportunities to point out environmental print and letters of the alphabet (toddlers only). [4.3.7]
	I-T CQI: Uses data from assessments/developmental milestones checklists to choose activities for lesson plans. (e.g., plan whole-group activities to introduce a skill most children need, individual or small-group activities if only some children need skill practice or review, or adaptations for children with special needs). [4.3.9]
	I-T CQI: Labels objects, concepts, and actions throughout the day. [4.3.10]
	I-T CQI: Provides opportunities for children to participate both verbally and non-verbally [4.3.10]
	I-T CQI: Provides an upward scaffold in response to children's correct and complete verbalizations and gestures by providing additional details to deepen children's background knowledge and vocabulary. [4.3.11]
	I-T CQI: Provides a downward scaffold in response to children's incorrect, incomplete, or missing verbalizations and gestures by using techniques such as simplifying the question, starting a word or phrase, and prompting for imitation. [4.3.11]
I-T CQI: Implements lesson plan activities generally as written to address the learning objectives. [4.3.15]	
I-T CQI: Lesson plans show a connection between activities and instructional standards [4.3.15]	



# CDA TOPIC 7: CREATIVE

<b>PD</b>	<b>TSR COMP PROFESSIONAL DEVELOPMENT</b>
	Connect with Me: Promoting Social & Emotional Development- Part 3 + Deeper Dive PLC
<b>CDA AREA</b>	<b>CDA SUBJECT AREA 7: ECE BIG CONCEPTS</b>
	Focus on allowing children the process of creating instead of emphasizing the end product. Value children's art and understand child development to know that scribbles, splatters, and blobs are appropriate for their age.
	Provide frequent opportunities, time, and materials for children to make their own choices and use materials in new ways.
	Encouraging creativity is supported when children are allowed to take risks, make active choices, use their imagination, and make mistakes without criticism. Mistakes allow the children to explore possibilities, test hypotheses, and make discoveries.
	Creative play supports a range of skill sets in various domains: cognitive, social, emotional, and physical. These experiences contribute to children's ability to communicate more effectively and engage in cooperative play with others.
	Children are interested in the world around them and have an innate sense of curiosity. Adding a variety of safe materials that allow for sensory exploration, young children can learn about the physical properties of materials, cause and effect, and the function of items.
	Educators can support creativity by rotating toys, adding new items, encouraging the children's exploration, and giving them time to revisit their work.
	Creativity can help children problem-solve, cope with their feelings and fears, and manage their emotional states.
<b>ESSENTIAL BOOKS</b>	<b>CDA ESSENTIAL BOOKS</b>
	Essentials for Working with Young Children - pages 316-355
	Essentials Workbook - pages 83-94
	Test Your Knowledge - page 95 <i>Review together</i>
<b>PORTFOLIO ITEMS</b>	<b>RESOURCE COLLECTION &amp; COMPETENCY STATEMENTS</b>
	<p>RC II-3: <b>Add one creative arts activity.</b> Remind the apprentice that three activities from RC II need to be provided: an activity for young infants, mobile infants, and toddlers.</p> <p>CS II-c: <b>Add 8-10 sentences to Competency Statement II.</b> Select one of the learning experiences from Resource Collection II and reflect on your philosophy for supporting young children's creative development. Prompts: What opportunities and materials are available for children to make their own choices or to use materials in new ways?</p>



<b>CONTENT REFLECTION QUESTIONS</b>	<b>CONTENT REFLECTION QUESTIONS FOR CALL WITH APPRENTICE</b>
	How can art experiences be offered as an opportunity for children to express themselves in your class?
	What experiences can you provide for the children to experiment, manipulate, and transform materials?
	Why does the early childhood community emphasize providing opportunities for children to engage in the “process” of creating rather than focusing on the “product” that is created?
	How can you plan to integrate creative opportunities across the different domains?
	How would you describe the benefits of creative dramatic play to a parent who doesn't want their child to "just play all day"?
<b>CIRCLE CDA</b>	<b>CIRCLE CDA COURSE CONNECTIONS</b>
	<a href="#">CIRCLE CDA Fostering Creativity in the Early Childhood Classroom (Self-Instructional)</a>
<b>CLI ENGAGE</b>	<b>CLI ENGAGE RESOURCES (CAC, CURRICULUM, AND OTHERS)</b>
	<a href="#">Functional Area 7: Creative Session CDA Professional Learning Sessions</a>
	<a href="#">(PT) Core Competency 4: Supporting Skill Development (Section: Creativity and Fine Arts)</a>
	<a href="#">CIRCLE Infant Toddler CIRCLE Activity Collection (sorted by Creativity)</a>
	<a href="#">CIRCLE PreK CIRCLE Activity Collection (sorted by Creativity)</a>
	<a href="#">2022 Texas PKG Domain 8: Fine Arts (Self-Instructional)</a>
<b>COMPETENCY AREAS</b>	<b>TEXAS CORE COMPETENCIES - PRACTITIONER</b>
	1.1.12 Plans appropriate classroom experiences and curriculum across each of the developmental domains.
	1.5.18 Ensures that curriculum, lesson plans, and daily schedules provide ample opportunities for child-initiated and adult-guided play based on children’s interests.
	2.3.3 Provides examples of playful activities that support development within each domain (playing with balls supports gross motor development, puzzles and fine motor, books and language, stacking cups cognitive, etc.).
	2.3.4 Participates in child-initiated play with all children.
	2.3.5 Engages in playful activities throughout the day (songs, books, games, pretending).
	2.3.7 Utilizes learning centers, stations, or interest areas to encourage play.
	3.2.4 Encourages children's participation in curriculum activities and lessons.
	3.2.8 Implements curriculum activities and lessons with high fidelity (seems prepared, presents concepts as intended, keeps children engaged).



<b>TEXAS CORE COMPETENCIES – PRACTITIONER (cont.)</b>	
<b>COMPETENCY AREAS</b>	4.3.5 Provides children with various writing opportunities (shared and independent, different mediums such as salt or sand trays, shaving cream, and finger paint).
	4.3.6 Implements planned literacy activities and lessons that support the emergence of reading and writing skills with high fidelity (is well prepared, presents concepts as intended, keeps children engaged.) May seek guidance when adjustment requires the knowledge and experience of others.
	4.8.1. Models and encourages children to creatively express their individual and unique interests through language, music, dramatic play, and art.
	4.8.4. Uses a variety of age-appropriate techniques consistent with state early learning guidelines to build creative and artistic skills: <ul style="list-style-type: none"> <li>• art</li> <li>• music</li> <li>• drama</li> </ul>
	4.8.6. Integrates knowledge of developmental theory, state early learning guidelines, curriculum, positive guidance, and learning strategies to plan quality creative arts experiences.
<b>CQI TEACHER COMPETENCIES</b>	
<b>CQI COMPETENCY AREAS</b>	I-T CQI: Lesson plans show a connection between activities and instructional standards. [1.1.12]
	I-T CQI: Implements lesson plan activities generally as written to address the learning objectives. [1.5.18]
	I-T CQI: Lesson plans show a connection between activities and instructional standards (e.g., align activities to national and/or state early learning guidelines). [2.3.3]
	I-T CQI: Plans activities to support children’s understanding of emotions through songs, book readings, pretend play, or other teacher-initiated activities (toddlers only). [2.3.3]
	Two or more CQI items are needed to show multiple examples of the educator engaging children in play-based activities: hands-on learning, social-emotional, book reading-early literacy.
	I-T CQI: Encourages imitation when demonstrating skills and extending play. [2.3.4]
	I-T CQI: Promotes flexibility in thinking by playing games that include small surprises or hide-and-find, offering open-ended materials encouraging multiple uses, or explaining schedule changes. [2.3.4]
	I-T CQI: Models and joins in pretend play (with or without props) Toddlers Only [2.3.4]
	I-T CQI: Models and joins in pretend play (Toddlers only) [2.3.5]
	I-T CQI: Engages children in back-and-forth play [2.3.5]
	I-T CQI: Engages children in math activities (Toddlers only) [2.3.5]
I-T CQI: Provides a high-quality learning environment (e.g., well-organized classroom arrangement; developmentally appropriate toys, books, and materials). [2.3.7]	



<b>CQI TEACHER COMPETENCIES (cont.)</b>	
<b>CQI COMPETENCY AREAS</b>	I-T CQI: Sings songs, recites rhymes, and encourages children's participation. [3.2.4]
	I-T CQI: Implements lesson plan activities generally as written to address the learning objectives. [3.2.8]
	I-T CQI: Lesson plans show a connection between activities and instructional standards. [3.2.8]
	I-T CQI: Encourages play with drawing, painting, or writing tools that promote fine motor skills. [4.3.5]
	I-T CQI: Implements lesson plan activities generally as written to address the learning objectives. [4.3.6]
	I-T CQI: Encourages participation in book readings (e.g., encourages children to touch/hold books; points to pictures; responds to questions; acts out the story). [4.3.6]
	I-T CQI: Encourage a plan with drawing, painting, or writing tools that promote fine motor skills. [4.3.6]
	I-T CQI: Models and joins in pretend play (with or without props) (toddler only). [4.8.1]
	I-T CQI: Lesson plans show a connection between activities and instructional standards (e.g., align activities to national and/or state early learning guidelines). [4.8.4]
	I-T CQI: Implements lesson plan activities generally as written to address the learning objectives. [4.8.6]
	I-T CQI: Lesson plans show a connection between activities and instructional standards. [4.8.6]



# CDA TOPIC 8: SELF

<b>PD</b>	<b>TSR COMP PROFESSIONAL DEVELOPMENT</b>
	CIRCLE I-T Foundations: Social & Emotional Development
	ITELG Module 4
	CIRCLE CDA Intro (SI)
<b>CDA AREA</b>	<b>CDA SUBJECT AREA 8: ECE BIG CONCEPTS</b>
	Self-awareness is an important component of social and emotional development. Individuals with a clear and positive sense of identity and who can recognize and talk about their feelings are better able to form healthy relationships with others and resist negative peer pressure.
	Well-developed emotional skills help children develop social skills, feel and display empathy, resolve conflicts, and regulate emotions.
	Positive experiences and reciprocal relationships with caregivers help children develop a strong emotional foundation for the future.
	Understanding children's strengths and challenges can help caregivers plan for developmentally appropriate learning environments and provide nurturing relationships to help children succeed.
	Caregivers should ensure children's culture, race, and language are represented in the learning environment and should ensure there is equity across learning opportunities for all children.
	A child's self-esteem is related to their perception of who they are and what they can do.
	Educators can help children learn to communicate their feelings appropriately and effectively, which fosters emotional development and self-regulation.
	Adults can help children develop resilience as they learn self-regulation and coping skills. The character traits of optimism, resilience, and grit are important to help children flourish and succeed in life.
	The child's relationship with their families, teacher, and environment all combine and impact the child's learning.
<b>ESSENTIAL BOOKS</b>	<b>CDA ESSENTIAL BOOKS</b>
	Essentials for Working with Young Children - pages 356-392
	Essentials Workbook - pages 96-106
	Test Your Knowledge - page 107 <i>Review together</i>

<b>PORTFOLIO ITEMS</b>	<b>RESOURCE COLLECTION &amp; COMPETENCY STATEMENTS</b>
	RC II-6: <b>Add one self-concept activity</b> to include the age group, goals, materials, teaching process/strategies, and why this activity is developmentally appropriate for them. Remind the apprentice that three activities should be planned for young infants, mobile infants, and toddlers.
	RC II-7: <b>Add one self-regulation activity</b> to include the age group, goals, materials, teaching process/strategies, and why this activity is developmentally appropriate for them. Remind the apprentice that three activities should be planned for young infants, mobile infants, and toddlers.
<b>CONTENT REFLECTION QUESTIONS</b>	<b>CONTENT REFLECTION QUESTIONS FOR CALL WITH APPRENTICE</b>
	What are some of the age-appropriate emotional skills displayed by infants and toddlers? Preschoolers?
	How can caregivers help children develop a strong sense of self and strengthen their relationships with each child in their care?
	What role do gender and temperament play in a child’s developing sense of self?
	How can caregivers help children develop healthy self-esteem and build their sense of agency?
	Why is it important for caregivers to help children learn to express their feelings? How can caregivers do this effectively?
<b>CIRCLE CDA</b>	<b>CIRCLE CDA COURSE CONNECTIONS</b>
	<i>There is no CIRCLE CDA course on Self. However, a PLS for Functional Area 8: Self Session is below.</i>
<b>CLI ENGAGE</b>	<b>CLI ENGAGE RESOURCES (CAC, CURRICULUM, AND OTHERS)</b>
	<a href="#">Functional Area 8: Self Session (CDA: Professional Learning Session)</a>
	<a href="#">eCIRCLE English Language Learners: Culture, Language, Instruction (Self Instructional)</a>
	<a href="#">2022 Texas PKG Domain 1: Social and Emotional Development (Self-Instructional)</a>
	<a href="#">Teaching Together: Building Trust and Cooperation Workshop</a>
	<a href="#">What are Gender Stereotypes in STEM?</a>
	<a href="#">Ways to Break Gender Stereotypes</a>
	<a href="#">Connect with Me: Promoting Social and Emotional Development - Part 1 (Self-Instructional)</a> <a href="#">Connect with Me 1-5 included in TSR PD</a>
	<a href="#">eCIRCLE Social and Emotional Learning (Self-Instructional) Preschool-age content</a>
	<a href="#">eCIRCLE Understanding Special Needs (Self-Instructional) Preschool-age content</a>
	<a href="#">Social and Emotional (activities available for all age groups in the CIRCLE Activity Collection)</a>



<b>TEXAS CORE COMPETENCIES - PRACTITIONER</b>	
<b>COMPETENCY AREAS</b>	1.2.3 Is flexible enough in their interactions with children to allow for variation in personal preferences, behavioral styles, and temperament.
	1.2.6 Adapts aspects of the curriculum or program to address the needs, temperament, interests, and learning styles of individual children.
	1.5.10 Expands on play initiated by children to reinforce language, ideas, and social development.
	1.5.11 Models problem-solving skills during play.
	2.1.1 Articulates and demonstrates the basic components of trusting relationships with children (nurturing, predictability, physical and emotional security).
	2.1.2 Provides physical and emotional security (creates a warm, safe, and nurturing environment).
	2.1.3 Listens to children attentively and responds appropriately to their language, vocalizations, and non-verbal cues.
	2.1.4 Speaks to children using neutral to positive statements and avoids negative, demeaning, or critical comments.
	2.1.5 Treats children with fairness and respect.
	2.1.7. Provides frequent descriptive praise to reinforce positive behavior, efforts, interests, and accomplishments.
	2.1.8 Communicates with children throughout the day (in whole group activities, small groups, mealtimes, outdoor play).
	2.1.10 Shows respect for linguistic and cultural individuality.
	2.1.11 Uses frequent positive non-verbal behaviors to increase feelings of acceptance (smiles, sits at child's level, allows child to sit near or with teacher, reassuring touch).
	2.1.14 Offers specific descriptive praise and encouragement that lets children know what they are doing well ("Great job, you found the letter 'A'!").
	2.1.15 Responds promptly and sensitively to children's cognitive and affective signals (acknowledges and expands on children's attempts at communication, play, and expression of needs).
	2.1.21 Uses intentional strategies and activities to teach tolerance and acceptance of individual differences.
	2.3.12 Models problem-solving skills during play.
	2.4.2 Listens attentively to children's communications (language, vocalizations, non-verbal cues) and responds promptly (does not ignore children's vocalizations, questions, and comments).
	4.1.1 Differentiates their approach to meet the varied strengths and needs of individual children and seeks guidance from others when an approach is ineffective with particular children.
	4.1.2 Engages in thinking aloud and in conversations to support the development of self-concept skills (likes/dislikes, feelings, body, and thoughts).
	4.1.3 Engages children in books, songs, games, and activities about self-awareness (provides children with various opportunities to draw and describe themselves).
	4.1.4 Provides children cues to remind them that there are times to control their bodies and actions ("hands in your lap," "quiet feet") and is sensitive to the limitations in the emerging ability to control their bodies and movement.





<b>TEXAS CORE COMPETENCIES – PRACTITIONER (cont.)</b>	
<b>COMPETENCY AREAS</b>	4.1.5 Models and uses language to support children’s mastery of self-help skills (cleaning up a spill, using soap when washing hands, cleaning up toys).
	4.1.6 Encourages self-regulation in children by consistently following established daily schedules, rules, and routines.
	4.1.7 Intervenes promptly and sensitively when behavior begins to escalate.
	4.1.8 Acknowledges, models, and encourages emotional expression (encourages children to express feelings, label feelings, think aloud to model their own feelings and reactions, and make connections between actions and emotional reactions).
	4.1.9 Engages children in books, songs, games, and activities to increase understanding of emotions (using puppets to act out emotional responses, role play, introducing emotional vocabulary through pictures).
	4.1.11 Uses a variety of strategies to help children persist in a task (offers praise and encouragement, expands on play ideas, offers support if needed).
	4.1.12 Models and encourages pro-social behaviors (caring, sharing, concern for others, helping others).
	4.1.13 Treats all children with warmth, kindness, and respect.
	4.1.14 Assist children when needed in their communications and interactions with peers (guide them as they resolve conflicts, speak respectfully to each other, and initiate and expand on each other's play ideas).
	4.1.15 Implements planned activities and lessons that support social and emotional development with high fidelity (is well prepared, presents concepts as intended, keeps children engaged.) May seek guidance when adjustment requires the knowledge and experience of others.
	4.1.16 Engages children in spontaneous discussions and activities that encourage the development of social and emotional skills.
	4.1.18 Uses observational and assessment data to adapt activities and provide targeted instruction to small groups and individual children. May seek support but generally implements assessment-linked plans independently.
	4.1.21 Uses a variety of age-appropriate techniques consistent with the state early learning guidelines to support social and emotional development.
	4.2.4 Engages children in conversations about various topics (their likes, dislikes, family, books, lessons).
	6.1.1 Articulates the importance of a family’s culture as an influence on a child’s development (creative expression, response style).
	6.1.3 Engages children in positive discussions, read-aloud, and play activities focused on cultural differences.



<b>CQI TEACHER COMPETENCIES</b>	
<b>CQI COMPETENCY AREAS</b>	I-T CQI: Leads individual and small-group activities for durations that are developmentally appropriate for children’s attention spans. [1.2.3]
	I-T CQI: Uses data from assessments/developmental milestones checklists to choose activities for lesson plans (e.g., plan whole-group activities to introduce a skill most children need, individual or small-group activities if only some children need skill practice or review, or adaptations for children with special needs). [1.2.6]
	I-T CQI: Encourages imitation when demonstrating skills and extending play. [1.5.10]
	I-T CQI: Models problem-solving by talking while thinking through a problem, considering options, and reflecting on an outcome. [1.5.11]
	I-T CQI: Responds promptly and sensitively (warmly and with genuine concern/understanding) to children’s verbal and nonverbal signals, feelings, interests, and needs. [2.1.1]
	I-T CQI: Expresses warmth and affection through positive nonverbal behaviors such as getting down to the child’s eye level, smiling, cuddling, using reassuring touch, gentle tone of voice, and pacing that matches the child’s energy level. [2.1.1]
	I-T CQI: Provides comfort to children in distress by responding quickly and calmly to provide physical comfort or simply using gentle, soothing words. [2.1.1]
	I-T CQI: Is consistent and predictable in responsive behaviors, following through with commitments to children, being consistent in classroom management, and setting limits on behavior. [2.1.1]
	I-T CQI: Responds promptly and sensitively (warmly and with genuine concern/understanding) to children’s verbal and nonverbal signals, feelings, interests, and needs. [2.1.2]
	I-T CQI: Expresses warmth and affection through positive nonverbal behaviors such as getting down to the child’s eye level, smiling, cuddling, using reassuring touch, gentle tone of voice, and pacing that matches the child’s energy level. [2.1.2]
	I-T CQI: Provides comfort to children in distress by responding quickly and calmly to provide physical comfort or simply using gentle, soothing words. [2.1.2]
	I-T CQI: Is consistent and predictable in responsive behaviors, following through with commitments to children, being consistent in classroom management, and setting limits on behavior. [2.1.2]
	I-T CQI: Provides comfort to children in distress by responding quickly and calmly to provide physical comfort or simply using gentle, soothing words. [2.1.3]
	I-T CQI: Models respect for diversity, including culture, ethnicity, gender roles, special needs, and home languages, including reading books or using materials that reflect diverse backgrounds.

<b>CQI TEACHER COMPETENCIES (cont.)</b>	
<b>CQI COMPETENCY AREAS</b>	I-T CQI: Expresses warmth and affection through positive nonverbal behaviors such as getting down to the child’s eye level, smiling, cuddling, using reassuring touch, gentle tone of voice, and pacing that matches the child’s energy level. [2.1.5]
	I-T CQI: Provides comfort to children in distress by responding quickly and calmly to provide physical comfort or simply using gentle, soothing words. [2.1.5]
	I-T CQI: Offers a positive behavior to replace a child’s negative or undesired behavior; tells and/or models what children should do instead (e.g., “Let’s draw on this paper instead of the wall,” or “Use gentle hands like this.” Substitute a toy/activity when a child wants a toy that is already in use). [2.1.7]
	I-T CQI: Uses descriptive, specific praise to encourage positive behavior (includes praising children’s actions, ideas, cooperation with peers, following directions, etc.). [2.1.7]
	I-T CQI: Models prosocial behaviors throughout the day, including using polite manners, offering comfort, modeling turn-taking, and sharing. [2.1.8]
	I-T CQI: Models respect for diversity, including culture, ethnicity, gender roles, special needs, and home languages, including reading books or using materials that reflect diverse backgrounds. [2.1.10]
	I-T CQI: Models prosocial behaviors throughout the day, including using polite manners, offering comfort, modeling turn-taking, and sharing. [2.1.11]
	I-T CQI: Uses descriptive, specific praise to encourage positive behavior (includes praising children’s actions, ideas, cooperation with peers, following directions, etc.). [2.1.14]
	I-T CQI: Responds promptly and sensitively (warmly and with genuine concern/understanding) to children’s verbal and nonverbal signals, feelings, interests, and needs. [2.1.15]
	Teacher uses daily strategies, but this one targets planning activities for the children.
	I-T CQI: Models respect for diversity, including culture, ethnicity, gender roles, special needs, and home languages, including reading books or using materials that reflect diverse backgrounds. [2.1.21]
	I-T CQI: Models problem-solving by talking while thinking through a problem, considering options, and reflecting on an outcome. [2.3.12]
	I-T CQI: Responds promptly and sensitively (warmly and with genuine concern/understanding) to children’s verbal and nonverbal signals, feelings, interests, and needs. [2.4.2]
	I-T CQI: Scaffolds children’s learning by simplifying [4.1.1]
	I-T CQI: Scaffolds children’s learning by adding challenge [4.1.1]
	I-T CQI: "Thinks aloud" by saying their perspective out loud (e.g., "My favorite fruit is banana. I wonder if there will be bananas in this story?"). [4.1.2]
	I-T CQI: Makes connections between children’s or storybook characters’ emotions, actions, and events. [4.1.3]
I-T CQI: Toddlers only: Plans activities to support children’s understanding of emotions through songs, book readings, pretend play, or other teacher-initiated activities. [4.1.3]	



<b>CQI TEACHER COMPETENCIES (cont.)</b>	
<b>CQI COMPETENCY AREAS</b>	I-T CQI: Offers verbal and physical cues for self-control such as gestures, songs/rhymes that remind children to use specific behaviors, modeling how to ask for help, or offering alternative behavior choices (toddlers only). [4.1.4]
	I-T CQI: Models and encourages independence in hygiene routines (e.g., washing and drying hands, wiping face, blowing nose, covering cough, brushing teeth) (toddlers only). [4.1.5]
	I-T CQI: Follows a consistent daily schedule and routines (may be shown by including signals for transition routines, references to the visual daily schedule, talks about the schedule, and talks about changes in daily routine when needed). [4.1.6]
	I-T CQI: Helps resolve conflicts with peers by staying close during play times, remaining calm, giving children words and actions they can use with each other, setting limits to keep children safe, offering help, and encouraging empathy. [4.1.7]
	I-T CQI: Labels feelings and emotions expressed by infants and toddlers and may also label the teacher's feelings in an appropriate way. [4.1.8]
	I-T CQI: Encourages children to talk about their feelings; may include modeling talking about feelings, feelings of peers and/or characters in a story, and inviting children to continue such conversation (toddlers only). [4.1.8]
	I-T CQI: Makes connections between children's or storybook characters' emotions, actions, and events. [4.1.9]
	I-T CQI: Plans activities to support children's understanding of emotions through songs, book readings, pretend play, or other teacher-initiated activities (toddlers only). [4.1.9]
	I-T CQI: Encourages continued effort, persistence, or hard work on a task or problem. [4.1.11]
	I-T CQI: Models prosocial behaviors throughout the day, including using polite manners, offering comfort, modeling turn-taking and sharing. [4.1.12]
	I-T CQI: Responds promptly and sensitively (warmly and with genuine concern/understanding) to children's verbal and nonverbal signals, feelings, interests, and needs. [4.1.13]
	I-T CQI: Expresses warmth and affection through positive nonverbal behaviors such as getting down to the child's eye level, smiling, cuddling, using reassuring touch, gentle tone of voice, and pacing that matches the child's energy level. [4.1.13]
	I-T CQI: Helps resolve conflicts with peers by staying close during play times, remaining calm, giving children words and actions they can use with each other, setting limits to keep children safe, offering help, and encouraging empathy. [4.1.14]
	I-T CQI: Encourages children to talk about their feelings; may include modeling talking about own feelings, feelings of peers and/or characters in a story, and inviting children to continue such conversation (toddlers only). [4.1.14]
	I-T CQI: Plans activities to support children's understanding of emotions through songs, book readings, pretend play, or other teacher-initiated activities (toddlers only). [4.1.15]



<b>CQI TEACHER COMPETENCIES (cont.)</b>	
<b>CQI COMPETENCY AREAS</b>	I-T CQI: Encourages children to talk about their feelings; may include modeling talking about own feelings, feelings of peers and/or characters in a story, and inviting children to continue such conversation (toddlers only). [4.1.16]
	I-T CQI: Plans activities to support children’s understanding of emotions through songs, book readings, pretend play, or other teacher-initiated activities (toddlers only). [4.1.16]
	I-T CQI: Uses data from assessments/developmental milestones checklists to choose activities for lesson plans. [4.1.18]
	I-T CQI: Lesson plans show a connection between activities and instructional standards. [4.1.21]
	I-T CQI: Encourages two-way conversation by pausing, making eye contact, asking questions, and allowing children to initiate and respond to conversational topics. [4.2.4]
	I-T CQI: Models respect for diversity, including culture, ethnicity, gender roles, special needs, and home languages, including reading books or using materials that reflect diverse backgrounds. [6.1.1]
	I-T CQI: Models respect for diversity, including culture, ethnicity, gender roles, special needs, and home languages, including reading books or using materials that reflect diverse backgrounds. [6.1.3]



# CDA TOPIC 9: SOCIAL

<b>PD</b>	<b>TSR COMP PROFESSIONAL DEVELOPMENT</b>
	CIRCLE I-T Foundations: Language & Communication
	ITELG Module 5
	CDA Building Your Professional Portfolio (SI)
<b>CDA AREA</b>	<b>CDA SUBJECT AREA 9: ECE BIG CONCEPTS</b>
	Adults can model positive social skills by greeting each child and accompanying adult individually at arrival.
	Adult modeling is also useful for narrating how to use words to convey feelings when sharing, working out a plan with the children, and other ways to illustrate cooperation.
	Age-appropriate games and activities can be planned in various ways: working in pairs, small groups, or large groups for children to engage with each other and share experiences.
	Children will interact with other children in different stages of play as they develop and mature: solitary play, onlooker play, parallel play and cooperative play.
	Children should not be forced to become "friends" with everyone; instead, children should be encouraged to treat the other children with respect. Model using the children's names, speaking with kindness, and acknowledging the individual, unique needs and circumstances. (Refer to Essentials Book p. 248 if more info is needed).
	Observe children to step in if they are being excluded or rejected by other children.
	Creating a caring classroom community provides continuous opportunities for modeling kindness and respect.
<b>ESSENTIAL BOOKS</b>	<b>CDA ESSENTIAL BOOKS</b>
	Essentials for Working with Young Children - pages 393-425
	Essentials Workbook - pages 108-118
	Test Your Knowledge - page 119 <i>Review together</i>
<b>PORTFOLIO ITEMS</b>	<b>RESOURCE COLLECTION &amp; COMPETENCY STATEMENTS</b>
	<p>RC II- 8: <b>Write 1 Social Skills Activity</b> to include the age group, goals, materials, teaching process/strategies, and why this activity is developmentally appropriate for them. Remind the apprentice that three activities should be planned for young infants, mobile infants, and toddlers.</p> <p>CS III a: <b>Write 8-10 sentences</b> about how your teaching practices support children's social and emotional development and provide positive guidance. Prompts: What opportunities do children have to play or work together in your class? How can a teacher encourage children to have positive relationships with each other?</p>



<b>CONTENT REFLECTION QUESTIONS</b>	<b>CONTENT REFLECTION QUESTIONS FOR CALL WITH APPRENTICE</b>
	How could you plan for children to cooperate with each other?
	How do you think children learn to get along with each other?
	How do you support children's social skills throughout the day?
	What have you noticed about using non-specific and specific praise with children?
	How can adult modeling impact children's social development?
<b>CIRCLE CDA</b>	<b>CIRCLE CDA COURSE CONNECTIONS</b>
	<i>There is no CIRCLE CDA course for Social. However, a CDA PLS for Social Session is linked below.</i>
<b>CLI ENGAGE</b>	<b>CLI ENGAGE RESOURCES (CAC, CURRICULUM, AND OTHERS)</b>
	<a href="#">CDA Professional Learning Sessions - Functional Area 9: Social Session</a>
	<a href="#">BEECH: Module 3: Support Children’s Progress in Cognitive and Social-emotional Development</a>
	<a href="#">CIRCLE Activity Collection Infants and Toddlers: sorted for Social Emotional Development activities</a>
	Connect with Me: Supporting Early Social & Emotional Development, Parts 1-5 (on TSR Schedule)
	<a href="#">(PT) Core Competency Area 2: Responsive Interactions and Guidance</a>
<b>COMPETENCY AREAS</b>	<b>TEXAS CORE COMPETENCIES - PRACTITIONER</b>
	2.1.7. Provides frequent descriptive praise to reinforce positive behavior, efforts, interests, and accomplishments.
	2.1.8 Communicates with children throughout the day (in whole group activities, small groups, mealtimes, outdoor play).
	2.1.11 Uses frequent positive non-verbal behaviors to increase feelings of acceptance (smiles, sits at child’s level, allows the child to sit near or with the teacher, reassuring touch).
	2.1.14 Offers specific descriptive praise and encouragement that lets children know what they are doing well (“Great job, you found the letter ‘A!’”).
	2.1.15 Responds promptly and sensitively to children’s cognitive and affective signals (acknowledges and expands on children’s attempts at communication, play, and expression of needs).
	2.1.21 Uses intentional strategies and activities to teach tolerance and acceptance of individual differences.
	2.2.3 Responds promptly when problem behaviors occur (may seek guidance from others to ensure appropriate strategies are used).



<b>TEXAS CORE COMPETENCIES – PRACTITIONER (cont.)</b>	
<b>COMPETENCY AREAS</b>	2.2.6 Labels negative behaviors rather than the child (“Hitting is not ok.” instead of “Don’t be a bully.”).
	2.2.7. Verbalizes appropriate expectations and limits for children and models appropriate behavior for children.
	2.2.8 Encourages self-regulation by consistently implementing program rules and routines (signals transitions, referring to the sequence and structure of the day, balancing structured and unstructured playing and learning opportunities).
	2.2.10 Models and encourages pro-social behaviors (caring, sharing, helping others).
	2.2.11 Provides opportunities for children to make appropriate choices (choosing between play activities, foods, etc.).
	2.2.12 Acknowledges, models, and encourages emotional expression (encourages children to express feelings, labels feelings, thinks aloud to model their own feelings and reactions, and makes connections between actions and emotional reactions).
	2.2.13 Models and supports children as they learn self-help skills.
	2.2.16 Uses specific and intentional strategies and activities to model and support emotional development (reads and discusses books about feelings, uses puppets and role play to increase understanding).
	2.2.17 Uses guidance strategies that help children solve their problems rather than relying on overly directive approaches (offers choices, encourages communication and problem-solving skills, models appropriate actions).
	2.2.21 Provides opportunities for children to make choices in various contexts (peer play, one-on-one, and independent activities) and scaffolds instruction to help children link their choices and consequences.
	2.2.30 Develops and integrates concepts, including emotional understanding and pro-social behaviors, into curriculum and activities.
	4.1.7 Intervenes promptly and sensitively when behavior begins to escalate.
	4.1.8 Acknowledges, models, and encourages emotional expression (encourages children to express feelings, label feelings, think aloud to model their own feelings and reactions, and make connections between actions and emotional reactions).
	4.1.9 Engages children in books, songs, games, and activities to increase understanding of emotions (using puppets to act out emotional responses, role play, introducing emotional vocabulary through pictures).
	4.1.12 Models and encourages pro-social behaviors (caring, sharing, concern for others, helping others).
	4.1.14 Assist children when needed in their communications and interactions with peers (guides them as they resolve conflicts, speak respectfully to each other, initiate and expand on each other’s play ideas).
4.1.15 Implements planned activities and lessons that support social and emotional development with high fidelity (is well-prepared, presents concepts as intended, keeps children engaged). May seek guidance when adjustment requires the knowledge and experience of others.	
4.1.16 Engages children in spontaneous discussions and activities that encourage the development of social and emotional skills.	





<b>TEXAS CORE COMPETENCIES – PRACTITIONER (cont.)</b>	
<b>COMPETENCY AREAS</b>	4.1.19 Provides ample opportunities for children to communicate with each other and form friendships.
	4.1.21 Uses various age-appropriate techniques consistent with the state early learning guidelines to support social and emotional development.
	4.6.1 Honors and teaches children about differences in children's heritage, home, and communities by integrating this diversity into the classroom environment, discussions, and activities.
	4.6.2 Engages children in read-aloud, discussions, and activities, encouraging them to think about their roles as family, group, and community members.
	4.6.3. Uses a variety of age-appropriate techniques consistent with state early learning guidelines to build social studies skills: <ul style="list-style-type: none"> <li>• people, past and present</li> <li>• economics</li> <li>• geography</li> <li>• citizenship</li> </ul>
	4.6.5. Integrates knowledge of developmental theory, state early learning guidelines, curriculum, positive guidance, and learning strategies to plan effective social studies activities and instruction.
<b>CQI TEACHER COMPETENCIES</b>	
<b>CQI COMPETENCY AREAS</b>	I-T CQI: Offers a positive behavior to replace a child’s negative or undesired behavior; tells and/or models what children should do instead (e.g., “Let’s draw on this paper instead of the wall,” or “Use gentle hands like this.” Substitute a toy/activity when a child wants a toy that is already in use). [2.1.7]
	I-T CQI: Uses descriptive, specific praise to encourage positive behavior (includes praising children’s actions, ideas, cooperation with peers, following directions, etc.). [2.1.7]
	I-T CQI: Models prosocial behaviors throughout the day, including using polite manners, offering comfort, modeling turn-taking, and sharing. [2.1.8]
	I-T CQI: Models prosocial behaviors throughout the day, including using polite manners, offering comfort, modeling turn-taking, and sharing. [2.1.11]
	I-T CQI: Uses descriptive, specific praise to encourage positive behavior (includes praising children’s actions, ideas, cooperation with peers, following directions, etc.). [2.1.14]
	I-T CQI: Responds promptly and sensitively (warmly and with genuine concern/understanding) to children’s verbal and nonverbal signals, feelings, interests, and needs. [2.1.15]
	I-T CQI: The teacher uses daily strategies. This targets planning activities for the children. [2.1.21]
	I-T CQI: Models respect for diversity, including culture, ethnicity, gender roles, special needs, and home languages, including reading books or using materials that reflect diverse backgrounds. [2.1.21]
	I-T CQI: Is consistent and predictable in responsive behaviors, following through with commitments to children, being consistent in classroom management, and setting limits on behavior. [2.2.3]

<b>CQI TEACHER COMPETENCIES (cont.)</b>	
<b>CQI COMPETENCY AREAS</b>	I-T CQI: Offers a positive behavior to replace a child’s negative or undesired behavior; tells and/or models what children should do instead (e.g., “Let’s draw on this paper instead of the wall,” or “Use gentle hands like this.” Substitute a toy/activity when a child wants a toy that is already in use). [2.3.6]
	I-T CQI: Offers verbal and physical cues for self-control, such as gestures and songs/rhymes that remind children to use specific behaviors, modeling how to ask for help, or offering alternative behavior choices (toddlers only). [2.3.7]
	I-T CQI: Models prosocial behaviors throughout the day, including using polite manners, offering comfort, modeling turn-taking, and sharing. [2.3.7]
	I-T CQI: Follows a consistent daily schedule and routines (may be shown by including signals for transition routines, references to the visual daily schedule, talks about the schedule, and talks about changes in daily routine when needed). [2.2.8]
	I-T CQI: Explains what comes next using simple reminders, especially before and during transitions. [2.2.8]
	I-T CQI: Models prosocial behaviors throughout the day, including using polite manners, offering comfort, modeling turn-taking, and sharing. [2.2.10]
	I-T CQI: Offers choices between two or three things to allow children to practice independence and build self-confidence. Excludes choices offered to redirect behavior. [2.2.11]
	I-T CQI: Labels feelings and emotions expressed by infants and toddlers and may also label the teacher's feelings in an appropriate way. [2.2.12]
	I-T CQI: Encourages children to talk about their feelings; may include modeling talking about own feelings, feelings of peers and/or characters in a story, and inviting children to continue such conversation (toddlers only). [2.2.12]
	I-T CQI: Models and encourages independence in hygiene routines (e.g., washing and drying hands, wiping face, blowing nose, covering cough, brushing teeth) (toddlers only). [2.2.13]
	I-T CQI: Supports and encourages independence in feeding skills (e.g., holding bottle, using fingers and/or utensils) (older infants and toddlers only). [2.2.13]
	I-T CQI: Supports and encourages independence in dressing/undressing (e.g., taking off shoes, unzipping jacket, putting arms through sleeves) (toddlers only). [2.2.13]
	I-T CQI: Supports and encourages independence in toileting routines (e.g., pulling pants down and up at potty time, flushing) (toddlers only). [2.2.13]
I-T CQI: Plans activities to support children’s understanding of emotions through songs, book readings, pretend play, or other teacher-initiated activities (toddlers only). [2.2.16]	



<b>CQI TEACHER COMPETENCIES (cont.)</b>	
<b>CQI COMPETENCY AREAS</b>	I-T CQI: Offers a positive behavior to replace a child’s negative or undesired behavior; tells and/or models what children should do instead (e.g., “Let’s draw on this paper instead of the wall,” or “Use gentle hands like this.” Substitute a toy/activity when a child wants a toy that is already in use). [2.2.17]
	I-T CQI: Offers choices between two or three things to allow children to practice independence and build self-confidence. Excludes choices offered to redirect behavior. [2.2.17]
	I-T CQI: Offers verbal and physical cues for self-control such as gestures, songs/rhymes that remind children to use specific behaviors, modeling how to ask for help, or offering alternative behavior choices (toddlers only). [2.2.17]
	I-T CQI: Offers choices between two or three things to allow children to practice independence and build self-confidence. Excludes choices offered to redirect behavior. [2.2.21]
	I-T CQI: Plans activities to support children’s understanding of emotions through songs, book readings, pretend play, or other teacher-initiated activities (toddlers only). [2.2.31]
	I-T CQI: Models prosocial behaviors throughout the day, including using polite manners, offering comfort, modeling turn-taking, and sharing. [2.2.31]
	I-T CQI: Helps resolve conflicts with peers by staying close during play times, remaining calm, giving children words and actions they can use with each other, setting limits to keep children safe, offering help, and encouraging empathy. [4.1.7]
	I-T CQI: Labels feelings and emotions expressed by infants and toddlers and may also label the teacher's feelings in an appropriate way. [4.1.8]
	I-T CQI: Encourages children to talk about their feelings; may include modeling talking about own feelings, feelings of peers and/or characters in a story, and inviting children to continue such conversation (toddlers only). [4.1.8]
	I-T CQI: Makes connections between children’s or storybook characters’ emotions, actions, and events. [4.1.9]
	I-T CQI: Plans activities to support children’s understanding of emotions through songs, book readings, pretend play, or other teacher-initiated activities (toddlers only). [4.1.9]
	I-T CQI: Models prosocial behaviors throughout the day, including using polite manners, offering comfort, modeling turn-taking, and sharing. [4.1.12]
	I-T CQI: Helps resolve conflicts with peers by staying close during play times, remaining calm, giving children words and actions they can use with each other, setting limits to keep children safe, offering help, and encouraging empathy. [4.1.14]
	I-T CQI: Encourages children to talk about their feelings; may include modeling talking about own feelings, feelings of peers and/or characters in a story, and inviting children to continue such conversation (toddlers only). [4.1.14]
I-T CQI: Plans activities to support children’s understanding of emotions through songs, book readings, pretend play, or other teacher-initiated activities (toddlers only). [4.1.15]	



<b>CQI TEACHER COMPETENCIES (cont.)</b>	
<b>CQI COMPETENCY AREAS</b>	I-T CQI: Encourages children to talk about their feelings; may include modeling talking about own feelings, feelings of peers and/or characters in a story, and inviting children to continue such conversation (toddlers only). [4.1.16]
	I-T CQI: Plans activities to support children’s understanding of emotions through songs, book readings, pretend play, or other teacher-initiated activities (toddlers only). [4.1.16]
	I-T CQI: Helps children share space by finding places to sit or stand when needed, providing enough materials, and modeling cooperative play. [4.1.19]
	I-T CQI: Plans small or large group activities for peer interactions by creating opportunities to engage in back-and-forth peer play, work together on a task, or group songs/games/dances. [4.1.19]
	I-T CQI: Prompts children for peer interaction behaviors such as words and gestures for greetings, polite manners, invitations to play, requests to peers, and responses to questions from peers. [4.1.19]
	I-T CQI: Lesson plans show a connection between activities and instructional standards. [4.1.21]
	I-T CQI: Models respect for diversity, including culture, ethnicity, gender roles, special needs, and home languages, including reading books or using materials that reflect diverse backgrounds. [4.6.1]
	I-T CQI: Models respect for diversity, including culture, ethnicity, gender roles, special needs, and home languages, including reading books or using materials that reflect diverse backgrounds. [4.6.2]
	I-T CQI: Lesson plans show a connection between activities and instructional standards (e.g., align activities to national and/or state early learning guidelines). [4.6.3]
	I-T CQI: Implements lesson plan activities generally as written to address the learning objectives. [4.6.5]



# CDA TOPIC 10: GUIDANCE

<b>PD</b>	<b>TSR COMP PROFESSIONAL DEVELOPMENT</b>
	Analyzing Child Progress Monitoring
<b>CDA AREA</b>	<b>CDA SUBJECT AREA 10: ECE BIG CONCEPTS</b>
	When educators help support and guide children’s behavior, they can create a responsive, caring environment that helps teach children how to use positive behavior.
	The classroom arrangement and set-up impact the teacher’s ability to support children as individuals and as a group.
	As educators learn to maintain age-appropriate expectations based on child development, they can better develop relationships and meet children’s individual needs.
	Anticipating and planning for common behaviors that may cause problems in the classroom can help educators and children feel successful, safe, and happy.
	Using positive guidance with young children fosters respect and kindness and helps build self-regulation skills.
	When educators understand challenging behaviors and the factors that may contribute to these behaviors, they can help find solutions for responding appropriately to these behaviors.
	Educators can teach children how to build self-regulation skills and learn to behave in acceptable ways.
	Aggressive behaviors in young children should be addressed in a positive and compassionate manner.
	Partnering with families is critical to teaching positive behavior and finding solutions to behavior challenges.
<b>ESSENTIAL BOOKS</b>	<b>CDA ESSENTIAL BOOKS</b>
	Essentials for Working with Young Children - pages 426-456
	Essentials Workbook - pages 120-132
	Test Your Knowledge - page 133 <i>Review together</i>
<b>PORTFOLIO ITEMS</b>	<b>RESOURCE COLLECTION &amp; COMPETENCY STATEMENTS</b>
	CS III-b: <b>Write 8-10 sentences</b> about how your teaching practices support children's positive behaviors. <b>Prompts:</b> How is your professional philosophy similar or different from how you were guided during your childhood? How do you constructively handle situations with challenging behavior?



<b>CONTENT REFLECTION QUESTIONS</b>	<b>CONTENT REFLECTION QUESTIONS FOR CALL WITH APPRENTICE</b>
	How can you set the stage for positive behavior in your classroom?
	How can you learn about and maintain age-appropriate expectations in your classroom?
	What classroom rules (or expectations) do you currently have? How can you modify these to prevent behavior problems that may be occurring?
	How can you individualize positive guidance for children in your classroom?
	How can you improve family involvement in your classroom to overcome behavior challenges?
<b>CIRCLE CDA</b>	<b>CIRCLE CDA COURSE CONNECTIONS</b>
	<a href="#">CIRCLE CDA Early Childhood Guidance (Self-Instructional)</a>
<b>CLI ENGAGE</b>	<b>CLI ENGAGE RESOURCES (CAC, CURRICULUM, AND OTHERS)</b>
	<a href="#">(PT) Core Competency Area 2: Responsive Interactions and Guidance</a>
	<a href="#">BEECH MOD1: Strategies for Responsive Caregiving that Help Build Language (Self-Instructional) (5 hours in LMS)</a>
	<a href="#">BEECH MOD2: Responsive Caregiving: Building Behavior, Language, and Literacy Skills (Self-Instructional) (5 hours in LMS)</a>
	<a href="#">CDA Professional Learning Sessions: Functional Area 10: Guidance Session</a>
	<a href="#">Encouraging Play-Based Learning and Responsive Interactions at Home</a>
	<a href="#">eCIRCLE Understanding Special Needs (Self Instructional)</a>
	<a href="#">Connect with Me: Preventing and Responding to Challenging Behaviors - Part 5 (Self-Instructional) included in I-T TSR PD</a>
	<a href="#">eCIRCLE Understanding Special Needs (Self Instructional)</a>
	<a href="#">Module 2: Responsive Caregiving: Building Behavior, Language, and Literacy Skills</a>
	<a href="#">Understanding Toddler Behavior Webinar</a>
<b>COMPETENCY AREAS</b>	<b>TEXAS CORE COMPETENCIES - PRACTITIONER</b>
	1.5.10 Expands on play initiated by children to reinforce language, ideas, and social development.
	1.5.11 Models problem-solving skills during play.
	2.1.2 Provides physical and emotional security (creates a warm, safe, and nurturing environment).
	2.1.3 Listens to children attentively and responds appropriately to their language, vocalizations, and non-verbal cues.



<b>TEXAS CORE COMPETENCIES – PRACTITIONER (cont.)</b>	
<b>COMPETENCY AREAS</b>	2.1.4 Speaks to children using neutral to positive statements and avoids negative, demeaning, or critical comments.
	2.1.5 Treats children with fairness and respect.
	2.1.7. Provides frequent descriptive praise to reinforce positive behavior, efforts, interests, and accomplishments.
	2.1.8 Communicates with children throughout the day (in whole group activities, small groups, mealtimes, outdoor play).
	2.1.10 Shows respect for linguistic and cultural individuality.
	2.1.11 Uses frequent positive non-verbal behaviors to increase feelings of acceptance (smiles, sits at child’s level, allows child to sit near or with teacher, reassuring touch).
	2.1.14 Offers specific descriptive praise and encouragement that lets children know what they are doing well (“Great job, you found the letter ‘A!’”).
	2.1.15 Responds promptly and sensitively to children’s cognitive and affective signals (acknowledges and expands on children’s attempts at communication, play, and expression of needs).
	2.1.21 Uses intentional strategies and activities to teach tolerance and acceptance of individual differences.
	2.2.3 Responds promptly when problem behaviors occur (may seek guidance from others to ensure appropriate strategies are used).
	2.2.6 Labels negative behaviors rather than the child (“Hitting is not ok.” instead of “Don’t be a bully.”).
	2.2.7. Verbalizes appropriate expectations and limits for children and models appropriate behavior for children.
	2.2.10 Models and encourages pro-social behaviors (caring, sharing, helping others).
	2.2.11 Provides opportunities for children to make appropriate choices (choosing between play activities, foods, etc.).
	2.2.12 Acknowledges, models, and encourages emotional expression (encourages children to express feelings, labels feelings, thinks aloud to model their own feelings and reactions, and makes connections between actions and emotional reactions).
	2.2.13 Models and supports children as they learn self-help skills.
	2.2.17 Uses guidance strategies that help children solve their problems rather than relying on overly directive approaches (offers choices, encourages communication and problem-solving skills, models appropriate actions).
	2.2.21 Provides opportunities for children to make choices in various contexts (peer play, one-on-one, and independent activities) and scaffolds instruction to help children link their choices and consequences.
	2.3.12 Models problem-solving skills during play.
	3.1.4 Consistently uses signals to alert and prepare children for transitions (fingerplays, songs, chants, changes in lighting).



<b>TEXAS CORE COMPETENCIES – PRACTITIONER (cont.)</b>	
<b>COMPETENCY AREAS</b>	3.1.8 Consistently follows a daily schedule.
	4.1.4 Provides children cues to remind them that there are times to control their bodies and actions (“hands in your lap,” “quiet feet”) and is sensitive to the limitations in the emerging ability to control their bodies and movement.
	4.1.6 Encourages self-regulation in children by consistently following established daily schedules, rules, and routines.
	4.1.8 Acknowledges, models, and encourages emotional expression (encourages children to express feelings, label feelings, think aloud to model their own feelings and reactions, and make connections between actions and emotional reactions).
	4.1.12 Models and encourages pro-social behaviors (caring, sharing, concern for others, helping others).
	4.1.14 Assist children when needed in their communications and interactions with peers (guides them as they resolve conflicts, speak respectfully to each other, initiate and expand on each other's play ideas).
	4.1.19 Provides ample opportunities for children to communicate with each other and form friendships.
	7.1.3 Shares information with parents about their children's accomplishments, skill development, and interest in the classroom.
	7.2.2 Communicates respectfully and sensitively with children and their families.
	8.3.4 Encourages children to follow safety rules (walking feet inside, playground safety).
	8.3.6 Maintains a clutter-free space for children to play and learn.
	8.3.8. Models and teaches simple safety precautions and rules to children.
	<b>CQI TEACHER COMPETENCIES</b>
<b>CQI COMPETENCY AREAS</b>	I-T CQI: Links new objects, ideas, or concepts by making connections to something the child already knows or has experienced (e.g., "That cat is black, just like the one we read about in the book yesterday."). [1.5.10]
	I-T CQI: Extends children's interest by adding new content or ideas to broaden children's understanding or vocabulary (e.g., the child points to a plane, the teacher says, "That's a plane flying in the sky. Planes can go really fast. I wonder where that one is going?"). [1.5.10]
	I-T CQI: Models problem-solving by talking while thinking through a problem, considering options, and reflecting on an outcome. [1.5.11]



<b>CQI TEACHER COMPETENCIES (cont.)</b>	
<b>CQI COMPETENCY AREAS</b>	I-T CQI: Responds promptly and sensitively (warmly and with genuine concern/understanding) to children's verbal and nonverbal signals, feelings, interests, and needs. [2.1.2]
	I-T CQI: Expresses warmth and affection through positive nonverbal behaviors such as getting down to the child's eye level, smiling, cuddling, using reassuring touch, gentle tone of voice, and pacing that matches the child's energy level. [2.1.2]
	I-T CQI: Provides comfort to children in distress by responding quickly and calmly to provide physical comfort or simply using gentle, soothing words. [2.1.2]
	I-T CQI: Is consistent and predictable in responsive behaviors, following through with commitments to children, being consistent in classroom management, and setting limits on behavior. [2.1.2]
	I-T CQI: Labels feelings and emotions expressed by infants and toddlers and may also label the teacher's feelings in an appropriate way. [2.1.3]
	I-T CQI: Provides comfort to children in distress by responding quickly and calmly to provide physical comfort or simply using gentle, soothing words.[2.1.3]
	I-T CQI: Models respect for diversity, including culture, ethnicity, gender roles, special needs, and home languages, including reading books or using materials that reflect diverse backgrounds. [2.1.4]
	I-T CQI: Expresses warmth and affection through positive nonverbal behaviors such as getting down to the child's eye level, smiling, cuddling, using reassuring touch, gentle tone of voice, and pacing that matches the child's energy level. [2.1.5]
	I-T CQI: Provides comfort to children in distress by responding quickly and calmly to provide physical comfort or simply using gentle, soothing words. [2.1.5]
	I-T CQI: Offers a positive behavior to replace a child's negative or undesired behavior; tells and/or models what children should do instead (e.g., "Let's draw on this paper instead of the wall," or "Use gentle hands like this." Substitute a toy/activity when a child wants a toy that is already in use). [2.1.7]
	I-T CQI: Uses descriptive, specific praise to encourage positive behavior (includes praising children's actions, ideas, cooperation with peers, following directions, etc.). [2.1.7]
	I-T CQI: Models prosocial behaviors throughout the day, including using polite manners, offering comfort, modeling turn-taking, and sharing. [2.1.8]
	I-T CQI: Models respect for diversity, including culture, ethnicity, gender roles, special needs, and home languages, including reading books or using materials that reflect diverse backgrounds. [2.1.10]
	I-T CQI: Models prosocial behaviors throughout the day, including using polite manners, offering comfort, modeling turn-taking, and sharing. [2.1.11]
I-T CQI: Uses descriptive, specific praise to encourage positive behavior (includes praising children's actions, ideas, cooperation with peers, following directions, etc.). [2.1.14]	
I-T CQI: Responds promptly and sensitively (warmly and with genuine concern/understanding) to children's verbal and nonverbal signals, feelings, interests, and needs. [2.1.15]	

<b>CQI TEACHER COMPETENCIES (cont.)</b>	
<b>CQI COMPETENCY AREAS</b>	I-T CQI: The teacher uses daily strategies, but this one targets planning activities for the children. [2.1.21]
	I-T CQI: Models respect for diversity, including culture, ethnicity, gender roles, special needs, and home languages, including reading books or using materials that reflect diverse backgrounds. [2.1.21]
	I-T CQI: Is consistent and predictable in responsive behaviors, following through with commitments to children, being consistent in classroom management, and setting limits on behavior. [2.2.3]
	I-T CQI: Offers a positive behavior to replace a child's negative or undesired behavior; tells and/or models what children should do instead (e.g., "Let's draw on this paper instead of the wall," or "Use gentle hands like this." Substitute a toy/activity when a child wants a toy that is already in use). [2.2.6]
	I-T CQI: Offers verbal and physical cues for self-control such as gestures, songs/rhymes that remind children to use specific behaviors, modeling how to ask for help, or offering alternative behavior choices (toddlers only). [2.2.7]
	I-T CQI: Models prosocial behaviors throughout the day, including using polite manners, offering comfort, modeling turn-taking, and sharing. [2.2.7]
	I-T CQI: Models prosocial behaviors throughout the day, including using polite manners, offering comfort, modeling turn-taking, and sharing. [2.2.10]
	I-T CQI: Offers choices between two or three things to allow children to practice independence and build self-confidence. Excludes choices offered to redirect behavior. [2.2.11]
	I-T CQI: Labels feelings and emotions expressed by infants and toddlers and may also label the teacher's feelings in an appropriate way. [2.2.12]
	I-T CQI: Encourages children to talk about their feelings; may include modeling talking about own feelings, feelings of peers and/or characters in a story, and inviting children to continue such conversation (toddlers only). [2.2.12]
	I-T CQI: Models and encourages independence in hygiene routines (e.g., washing and drying hands, wiping face, blowing nose, covering cough, brushing teeth) (toddlers only). [2.2.13]
	I-T CQI: Supports and encourages independence in feeding skills (e.g., holding bottle, using fingers and/or utensils) (older infants and toddlers only). [2.2.13]
	I-T CQI: Supports and encourages independence in dressing/undressing (e.g., taking off shoes, unzipping jacket, putting arms through sleeves) (toddlers only). [2.2.13]
	I-T CQI: Supports and encourages independence in toileting routines (e.g., pulling pants down and up at potty time, flushing) (toddlers only). [2.2.13]"

<b>CQI TEACHER COMPETENCIES (cont.)</b>	
<b>CQI COMPETENCY AREAS</b>	I-T CQI: Offers a positive behavior to replace a child’s negative or undesired behavior; tells and/or models what children should do instead (e.g., “Let’s draw on this paper instead of the wall,” or “Use gentle hands like this.” Substitute a toy/activity when a child wants a toy that is already in use). [2.2.17]
	I-T CQI: Offers choices between two or three things to allow children to practice independence and build self-confidence. Excludes choices offered to redirect behavior. [2.2.17]
	I-T CQI: Offers verbal and physical cues for self-control such as gestures, songs/rhymes that remind children to use specific behaviors, modeling how to ask for help, or offering alternative behavior choices (toddlers only). [2.2.17]"
	I-T CQI: Offers choices between two or three things to allow children to practice independence and build self-confidence. Excludes choices offered to redirect behavior. [2.2.21]
	I-T CQI: Models problem-solving by talking while thinking through a problem, considering options, and reflecting on an outcome. [2.3.12]
	I-T CQI: Explains what comes next using simple reminders, especially before and during transitions. [3.1.4]
	I-T CQI: Models and explains the activity before encouraging children to participate. [3.1.8]
	I-T CQI: Offers verbal and physical cues for self-control such as gestures, songs/rhymes that remind children to use specific behaviors, modeling how to ask for help, or offering alternative behavior choices (toddlers only). [4.1.4]
	I-T CQI: Follows a consistent daily schedule and routines (may be shown by including signals for transition routines, references to a visual daily schedule, talks about the schedule, and talks about changes in daily routine when needed). [4.1.6]
	I-T CQI: Helps resolve conflicts with peers by staying close during play times, remaining calm, giving children words and actions they can use with each other, setting limits to keep children safe, offering help, and encouraging empathy. [4.1.7]
	I-T CQI: Labels feelings and emotions expressed by infants and toddlers and may also label the teacher's feelings in an appropriate way. [4.1.8]
	I-T CQI: Encourages children to talk about their feelings; may include modeling talking about own feelings, feelings of peers and/or characters in a story, and inviting children to continue such conversation (toddlers only). [4.1.8]
	I-T CQI: Models prosocial behaviors throughout the day, including using polite manners, offering comfort, modeling turn-taking, and sharing. [4.1.12]
	I-T CQI: Helps resolve conflicts with peers by staying close during play times, remaining calm, giving children words and actions they can use with each other, setting limits to keep children safe, offering help, and encouraging empathy. [4.1.14]
	I-T CQI: Encourages children to talk about their feelings; may include modeling talking about own feelings, feelings of peers and/or characters in a story, and inviting children to continue such conversation (toddlers only). [4.1.14]"



<b>CQI TEACHER COMPETENCIES (cont.)</b>	
<b>CQI COMPETENCY AREAS</b>	I-T CQI: Helps children share space by finding places for them to sit or stand when needed, providing enough materials, and modeling cooperative play. [4.1.19]
	I-T CQI: Plans small or large group activities for peer interactions by creating opportunities to engage in back-and-forth peer play, work together on a task, or group songs/games/dances. [4.1.19]
	I-T CQI: Prompts children for peer interaction behaviors such as words and gestures for greetings, polite manners, invitations to play, requests to peers, and responses to questions from peers. [4.1.19]"
	I-T CQI: Communicates regularly with children's families (e.g., school-home communication system, including family input when tracking children's development; share play-based, developmentally appropriate home learning activities. [7.1.3]
	I-T CQI: Communicates regularly with children's families (e.g., school-home communication system, including family input when tracking children's development; share play-based, developmentally appropriate home learning activities. [7.2.2]
	I-T CQI: Teaches words and actions related to safety. [8.3.4]
	I-T CQI: Provides high-quality learning environment (e.g., well-organized classroom arrangement; developmentally appropriate toys, books, and materials. [8.3.6]
	I-T CQI: Teaches words and actions related to safety (e.g., hot, dirty, safe/not safe, danger, stop, spit it out). [8.3.8]



# CDA TOPIC 11: FAMILIES

<b>PD</b>	<b>TSR COMP PROFESSIONAL DEVELOPMENT</b>
	<a href="#">CIRCLE CDA Families - Part 1 (Self-Instructional)</a>
	<a href="#">CIRCLE CDA Families - Part 2 (Self-Instructional)</a>
<b>CDA AREA</b>	<b>CDA SUBJECT AREA 11: ECE BIG CONCEPTS</b>
	Educators should build strong partnerships and a positive parent-educator relationship to ensure school success. Strategies to build relationships include providing a family questionnaire when families are enrolling to learn about the child and family, maintaining confidentiality, inviting the parents to visit the classroom, and offering formal meetings.
	Educators should encourage family engagement through decision-making opportunities, two-way communication, sharing skills/knowledge, providing information for learning activities at home, and respectfully listening to parent concerns.
	Educators should be aware of how culture impacts family dynamics.
	Educators should represent all family structures in their classrooms through books, materials, pictures, and daily activities.
	Educators should provide tips for families to engage with children of different age groups, share resources that are applicable to their child, and provide information or set up opportunities to support child development in their own home.
	Educators should encourage and establish opportunities for two-way communication with families.
	Educators should support families of children with disabilities.
<b>ESSENTIAL BOOKS</b>	<b>CDA ESSENTIAL BOOKS</b>
	Essentials for Working with Young Children - pages 458-498
	Essentials Workbook - pages 134-143
	Test Your Knowledge - page 144 <i>Review together</i>
<b>PORTFOLIO ITEMS</b>	<b>RESOURCE COLLECTION &amp; COMPETENCY STATEMENTS</b>
	CS IV: <b>Add 10 sentences</b> on how you have encouraged and established positive and productive relationships with families. <b>Prompts:</b> What actions have you taken to connect with the parents? What opportunities have been offered for family involvement?
	CS IV-a: <b>Add 10 sentences</b> on how you ensure families are kept aware of what is happening in their child's daily/weekly life in your program. <b>Prompts:</b> Tell me about how you communicate with the parents. How do the parents know what is happening in their child's classroom?
	CS IV-b: <b>Add 10 sentences</b> on how you ensure what happens in each child's home life and how that awareness directs your teaching practice. <b>Prompts:</b> How do you learn what is going on with the child's time at home with their family? Have any children in your care experienced the birth of a sibling, a death in their family, or parents going through a divorce? How could an educator support a child in their care with situations outside the learning setting?



<b>CONTENT REFLECTION QUESTIONS</b>	<b>CONTENT REFLECTION QUESTIONS FOR CALL WITH APPRENTICE</b>
	How do you establish positive parent-educator relationships?
	How do you ensure that all family structures are represented in your classroom?
	What do you initiate partnerships with your families?
	How do you encourage families to interact with the children in your classroom or at home?
	What opportunities have you created to encourage two-way communication with families?
	How do you ensure that you maintain child and family confidentiality?
<b>CIRCLE CDA</b>	<b>CIRCLE CDA COURSE CONNECTIONS</b>
	The CIRCLE CDA courses are the assigned PD.
<b>CLI ENGAGE</b>	<b>CLI ENGAGE RESOURCES (CAC, CURRICULUM, AND OTHERS)</b>
	<a href="#">Family Engagement Toolkit</a>
	<a href="#">Helping Children After a Natural Disaster (<i>resources to share with families</i>)</a>
	<a href="#">Hosting Family Events to Support Children’s Development</a>
	<a href="#">Partnering with Families Webinar</a>
	<a href="#">Partnering with Families and Promoting Positive Communication</a>
	<a href="#">Encouraging Play-Based Learning and Responsive Interactions at Home</a>
	<a href="#">Hosting Family Events to Support Children’s Development</a>
	<a href="#">(PT) Core Competency Area 7: Family and Community Relationships</a>
	<a href="#">Family Engagement Resources</a>
	<a href="#">Family Observation Forms</a>
	<a href="#">TSR Connect Newsletter "Parent Communication: Key for Supporting a Strong School Community"</a>



<b>TEXAS CORE COMPETENCIES - PRACTITIONER</b>	
<b>COMPETENCY AREAS</b>	1.1.20 Provides families with information about child development, including developmental stages and milestones within domains.
	2.3.8 Shares information with parents about the role of play in their child’s development and reports on their child’s interests in the classroom.
	5.1.8 Communicates with parents about assessments and observations of a child’s strengths, needs, and interests in a sensitive manner.
	6.1.1 Articulates the importance of a family’s culture as an influence on a child’s development (creative expression, response style.)
	6.1.3 Engages children in positive discussions, read-aloud, and play activities focused on cultural differences.
	7.1.3 Shares information with parents about their children's accomplishments, skill development, and interest in the classroom
	7.2.2 Communicates respectfully and sensitively with children and their families.
<b>CQI TEACHER COMPETENCIES</b>	
<b>CQI COMPETENCY AREAS</b>	I-T CQI: Communicates regularly with children's families (e.g., school-home communication system, including family input when tracking children's development; share play-based, developmentally appropriate home learning activities. [1.1.20]
	I-T CQI: Communicates regularly with children's families (e.g., school-home communication system, including family input when tracking children's development; share play-based, developmentally appropriate home learning activities. [2.3.8]
	I-T CQI: Communicates regularly with children's families (e.g., school-home communication system, including family input when tracking children's development; share play-based, developmentally appropriate home learning activities. [5.1.8]
	I-T CQI: Models respect for diversity, including culture, ethnicity, gender roles, special needs, and home languages, including reading books or using materials that reflect diverse backgrounds. [6.1.1]
	I-T CQI: Models respect for diversity, including culture, ethnicity, gender roles, special needs, and home languages, including reading books or using materials that reflect diverse backgrounds. [6.1.3]
	I-T CQI: Communicates regularly with children's families (e.g., school-home communication system, including family input when tracking children's development; share play-based, developmentally appropriate home learning activities. [7.1.3]
	I-T CQI: Communicates regularly with children's families (e.g., school-home communication system, including family input when tracking children's development; share play-based, developmentally appropriate home learning activities. [7.2.2]



# CDA TOPIC 12: PROGRAM MANAGEMENT

<b>PD</b>	<b>TSR COMP PROFESSIONAL DEVELOPMENT</b>
	CIRCLE CDA Program Management (SI)
<b>CDA AREA</b>	<b>CDA SUBJECT AREA 12: ECE BIG CONCEPTS</b>
	*Educators should use assessment information to assess the children to see what the children are demonstrating and adjust the instruction to provide scaffolding to meet individual children's needs.
	*Educators should use authentic assessments that are systematic, in natural settings, and as part of children's daily routines and activities.
	*Educators should regularly conduct observations of the children in the classroom.
	*Educators should be objective when conducting observations.
	*Educators should document children's learning through portfolios,
	*Educators should document group learning.
	*Based on observations, educators should use the observations to evaluate, plan what to do next and implement an activity based on the observation results.
	*Educators should plan themes and study topics/projects for the children.
	*Educators should implement a system for recordkeeping important forms that ensure confidentiality of personal data.
<b>ESSENTIAL BOOKS</b>	<b>CDA ESSENTIAL BOOKS</b>
	Essentials for Working with Young Children - pages 499-532
	Essentials Workbook - pages 145-155
	Test Your Knowledge - page 156 <i>Review together</i>
<b>PORTFOLIO ITEMS</b>	<b>RESOURCE COLLECTION &amp; COMPETENCY STATEMENTS</b>
	RC V: <b>Add three record-keeping forms</b> , including an accident report form, an emergency form, and a completed child observation or developmental progress form (without showing the child's name or marking it out for privacy).
	CS V: <b>Add 8-10 sentences</b> reflecting on how you ensure a well-run, purposeful program that is responsive to participant needs is provided. <b>Prompts:</b>
	CS V-a: <b>Add 8-10 sentences</b> to describe how you use the observation form in RC V. Explain why observation and documentation are important parts of program management and how you ensure that you are accurately and objectively observing and tracking each child's developmental and learning progress.





<b>CONTENT REFLECTION QUESTIONS</b>	<b>CONTENT REFLECTION QUESTIONS FOR CALL WITH APPRENTICE</b>
	How do you use formal and informal assessments in your classroom? How can the information gathered from assessments and observation be used for planning lessons for the children?
	Effective early childhood educators document the children's progress throughout the year. Do you have portfolios in your classroom for each child? If yes, what do you collect to show progress? If not, what could you collect to start portfolios? What kind of system could you put into place to gather the items regularly?
	Describe how you use the Cycle of Curriculum Planning when planning for individual students and the group.
	What is your recordkeeping practice, and how do you maintain it?
	When and how do you share information regarding the students with your colleagues?
<b>CIRCLE CDA</b>	<b>CIRCLE CDA COURSE CONNECTIONS</b>
	The CIRCLE CDA Course: Professionalism is the assigned course for this content.
<b>CLI ENGAGE</b>	<b>CLI ENGAGE RESOURCES (CAC, CURRICULUM, AND OTHERS)</b>
	<a href="#">Introduction to the Infant Toddler Competency Observation Tool Webinar</a>
	<a href="#">Goal Setting Using Classroom Observation Tool</a>
	<a href="#">(PT) Core Competency Area 5: Observation and Assessment</a>
	<a href="#">TSR Connect: 2021 March Don't Wait for a Teachable Moment...Create One! (Observe for learning moments)</a>
	<a href="#">Family Observation Forms</a>
<b>COMPETENCY AREAS</b>	<b>TEXAS CORE COMPETENCIES - PRACTITIONER</b>
	1.1.14 Sets goals for individual children according to their level of development.
	1.2.6 Adapts aspects of the curriculum or program to address the needs, temperament, interests, and learning styles of individual children.
	2.3.7 Utilizes learning centers, stations, or interest areas to encourage play.
	3.1.15 Uses the results of formal and informal assessments to plan learning opportunities for individuals and small and large groups.
	4.1.18 Uses observational and assessment data to adapt activities and provide targeted instruction to small groups and individual children. May seek support but generally implements assessment-linked plans independently.
	4.2.12 Uses observational and assessment data to adapt activities and provide targeted oral language instruction to small groups and individual children. May seek support but generally implements assessment-linked plans independently.
	4.3.9. Uses observational and assessment data to adapt activities and provide targeted instruction to small groups and individual children. May seek support but generally implements assessment-linked plans independently.



<b>TEXAS CORE COMPETENCIES – PRACTITIONER (cont.)</b>	
<b>COMPETENCY AREAS</b>	4.4.7. Uses observational and assessment data to adapt activities and provide targeted math instruction to small groups and individual children. May seek support but generally implements assessment-linked plans independently.
	4.5.7. Uses observational and assessment data to adapt science activities and provide targeted math instruction to small groups and individual children. May seek support but generally implements assessment-linked plans independently.
<b>CQI TEACHER COMPETENCIES</b>	
<b>CQI COMPETENCY AREAS</b>	I-T CQI: Uses data from assessments/developmental milestones checklists to choose activities for lesson plans. (e.g., plan whole-group activities to introduce a skill most children need, individual or small-group activities if only some children need skill practice or review, or adaptations for children with special needs). [1.1.14]
	I-T CQI: Uses data from assessments/developmental milestones checklists to choose activities for lesson plans. (e.g., plan whole-group activities to introduce a skill most children need, individual or small-group activities if only some children need skill practice or review, or adaptations for children with special needs). [1.2.6]
	I-T CQI: Provides a high-quality learning environment (e.g., well-organized classroom arrangement; developmentally appropriate toys, books, and materials). [2.3.7]
	I-T CQI: Uses data from assessments/developmental milestones checklists to choose activities for lesson plans. (e.g., plan whole-group activities to introduce a skill most children need, individual or small-group activities if only some children need skill practice or review, or adaptations for children with special needs). [3.1.15]
	I-T CQI: Uses data from assessments/developmental milestones checklists to choose activities for lesson plans. (e.g., plan whole-group activities to introduce a skill most children need, individual or small-group activities if only some children need skill practice or review, or adaptations for children with special needs). [4.1.18]
	I-T CQI: Uses data from assessments/developmental milestones checklists to choose activities for lesson plans. (e.g., plan whole-group activities to introduce a skill most children need, individual or small-group activities if only some children need skill practice or review, or adaptations for children with special needs). [4.2.12]
	I-T CQI: Uses data from assessments/developmental milestones checklists to choose activities for lesson plans. (e.g., plan whole-group activities to introduce a skill most children need, individual or small-group activities if only some children need skill practice or review, or adaptations for children with special needs). [4.3.9]
	I-T CQI: Uses data from assessments/developmental milestones checklists to choose activities for lesson plans. (e.g., plan whole-group activities to introduce a skill most children need, individual or small-group activities if only some children need skill practice or review, or adaptations for children with special needs). [4.4.7]
	I-T CQI: Uses data from assessments/developmental milestones checklists to choose activities for lesson plans. (e.g., plan whole-group activities to introduce a skill most children need, individual or small-group activities if only some children need skill practice or review, or adaptations for children with special needs). [4.5.7]



# CDA TOPIC 13: PROFESSIONALISM

<b>PD</b>	<b>TSR COMP PROFESSIONAL DEVELOPMENT</b>
	*Grow with Me: Assessment + Deeper Dive PLC
	*CIRCLE CDA Professionalism (SI)
<b>CDA AREA</b>	<b>CDA SUBJECT AREA 13: ECE BIG CONCEPTS</b>
	Educators with deep content knowledge of child development can support and scaffold children’s learning.
	Intentional teachers are thoughtful, reflective, engaging, and lifelong learners.
	When educators take time to reflect on their practices and strategies, they support children’s learning and needs.
	Reflective educators are able to seek other’ perspectives, explore multiple points of view, and consider opportunities for growth.
	Educators have a professional and ethical responsibility to address difficult situations with children and families with respect.
	Educators should be familiar with the NAEYC Ethical Code of Conduct to assist with making ethical and professional decisions.
	The ability to explain and articulate best teaching practices within the program and the community is an important skill for educators.
	Professional development opportunities for educators can ensure continuous improvement in content knowledge and practice.
	Advocacy efforts of educators help society understand the importance of early childhood education.
<b>ESSENTIAL BOOKS</b>	<b>CDA ESSENTIAL BOOKS</b>
	Essentials for Working with Young Children - pages 499-532
	Essentials Workbook - pages 157-166
	Test Your Knowledge - page 167 <i>Review together</i>
<b>PORTFOLIO ITEMS</b>	<b>RESOURCE COLLECTION &amp; COMPETENCY STATEMENTS</b>
	CS VI: <b>Write 8-10 sentences</b> describing how your professional practices meet this standard. How do you promote professionalism in your program?
	CS VI-a: <b>Write 8-10 sentences</b> on your reasons for selecting an early childhood educator career.
	CS VI-b: <b>Write 8-10 sentences</b> reflecting on what your most important indicators of professionalism include.



<b>CONTENT REFLECTION QUESTIONS</b>	<b>CONTENT REFLECTION QUESTIONS FOR CALL WITH APPRENTICE</b>
	How can you, as an educator, determine if a teaching practice is appropriate for a specific child and situation?
	What are some of the characteristics of intentional teaching?
	How do reflection and objectivity help you become more self-aware of the way you approach your relationships with children and families?
	How can you advocate for children with disabilities and other needs within the classroom setting?
<b>CIRCLE CDA</b>	What are some ways you can help create essential conditions in your workplace?
	<b>CIRCLE CDA COURSE CONNECTIONS</b>
	<a href="#">CIRCLE CDA Professionalism (SI)</a> This is the current course the participant should be completing this month.
<b>CLI ENGAGE</b>	<b>CLI ENGAGE RESOURCES (CAC, CURRICULUM, AND OTHERS)</b>
	<a href="#">(PT) Core Competency Area 9: Professionalism and Ethics</a>
	<a href="#">CDA Building Your Professional Portfolio</a>
	<a href="#">Conversations with Families about Students' Development</a>
	<a href="#">Getting Started with the Texas Early Childhood Professional Development System</a>
	<a href="#">Using TECPDS for Tracking Professional Development</a>
	<a href="#">Hosting Family Events to Support Children's Development</a>
<b>COMP ETEN C V</b>	<b>TEXAS CORE COMPETENCIES - PRACTITIONER</b>
	No direct correlations with the Infant-Toddler Continuous Quality Improvement items.
<b>CQI COM DETE</b>	<b>CQI TEACHER COMPETENCIES</b>
	No direct correlations with the Infant-Toddler Continuous Quality Improvement items.