



## **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>  |



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|---|--|
| <b>PORTFOLIO ITEMS</b>  | <b>RESOURCE COLLECTION &amp; COMPETENCY STATEMENTS</b>   |
|   | <p>CS I: <b>Write 8-10 sentences</b> on how you establish and maintain a safe, healthy learning environment. <b>Prompts:</b> What steps do you take to keep the children safe indoors and outdoors? What do you consider for promoting wellness and teaching young children good health practices? What routines do you accomplish in the morning when opening up your classroom for the day? What considerations do you implement for maintaining health standards in your classroom?</p> |
|   | <p>CS I-b: <b>Add 8-10 sentences</b> 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?</p>   |
| <p>RC I-3: Add your weekly plan to include (1) learning goals, (2) brief descriptions of planned learning experiences, (3) age group for the activity, and (4) special needs accommodation (whether identified children are being served or not).</p> |  |
| <b>CONTENT REFLECTION QUESTIONS</b>   | <b>CONTENT REFLECTION QUESTIONS FOR CALL WITH APPRENTICE</b>   |
|   | <p>How often do you perform safety checks on the environment in and out of your classroom?</p>   |
|   | <p>What are your current safety rules for the children in your care?</p>   |
|   | <p>What strategies do you use to help children learn and follow safety rules in and out of the classroom?</p>  |
|   | <p>What is an example of a "safe practice" you could model with your children?</p>   |
|   | <p>Describe your practice in collecting and storing emergency contact information.</p>   |
|   | <p>What procedure(s) are in place at your site for handling safety concerns?</p>   |
|   | <p>How can you communicate to families what you have in place to keep the environment safe for the children in your care?</p>  |
| <b>CIRCLE CDA</b>   | <b>CIRCLE CDA COURSE CONNECTIONS</b>   |
|   | <p><a href="#">CIRCLE CDA Safe (Self-Instructional)</a></p>  |



| <b>CLI ENGAGE RESOURCES<br/>(CAC, CURRICULUM, AND OTHERS)</b> |   |
|---|---|
| <b>CLI ENGAGE</b>   | <a href="#"><u>(PT) Core Competency Area 8: Health, Safety, and Nutrition</u></a>   |
|   | <a href="#"><u>Functional Area 1: Safe Session (CDA Professional Learning Series)</u></a>   |
|   | <a href="#"><u>Resource/Handout in English "Feeling Safe" Book Activity.</u></a>  |
|   | <a href="#"><u>Resource/Handout in Spanish "Sentirse seguro/Feeling Safe" Book Activity.</u></a>  |
|   | <a href="#"><u>Resource/Handout in Spanish "¿Qué te hace sentir seguro?/What Makes You Feel Safe?"</u></a>  |
|   | <a href="#"><u>Resource/Handout in English "What Makes You Feel Safe?"</u></a>  |
| <b>TEXAS CORE COMPETENCIES - PRACTITIONER</b>                 |   |
| <b>COMPETENCY AREAS</b>                                       | 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.   |
|   | 4.1.14 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.  |



| <b>CQI TEACHER COMPETENCIES</b>   |   |
|---|---|
| <b>CQI COMPETENCY AREAS</b>   | <p><b>PreK CQI</b> Draws attention to the expectations in the classroom through non-verbal/verbal cues or reminders of established rules and expectations. Note: Later in the school year, there may be less need for explicit discussion of rules because children appear to move through the day smoothly without conflicts. <b>[4.1.6]</b></p>                           |
|   | <p><b>PreK CQI</b> Draws attention to expectations for center time through nonverbal/verbal cues or reminders of established rules and expectations. <b>[4.1.6]</b></p>   |
|   | <p><b>PreK CQI</b> Helps children resolve conflicts with peers by using words and regulating behavior (e.g., "We use words, not our hands when a friend has a marker that you want."). <b>[4.1.7]</b> and/or <b>[4.1.14]</b></p>  |
|   | <p>PreK CQI Responds promptly and sensitively (warmly and with genuine concern/understanding) to children's verbal and nonverbal signals, values, feelings, interests, and needs. [8.2.8]</p> <p><b>PreK CQI:</b> Provides comfort to children in distress by responding quickly and calmly to provide physical comfort or simply using gentle, soothing words. [8.2.8]</p> |
|   | <p><b>PreK CQI</b> Respectfully and calmly gives reminders, redirection or logical/natural consequences should a child break a rule or misbehave. <b>[8.3.4]</b></p>  |
|   | <p><b>PreK CQI</b> Draws attention to the expectations in the classroom through non-verbal/verbal cues or reminders of established rules and expectations. Note: Later in the school year, there may be less need for explicit discussion of rules because children appear to move through the day smoothly without conflicts. <b>[8.3.4]</b></p>                           |
|   | <p><b>PreK CQI</b> Draws attention to expectations for center time through nonverbal/verbal cues or reminders of established rules and expectations. <b>[8.3.4]</b></p>   |
|   | <p><b>PreK CQI</b> Provides a high-quality learning environment (e.g., well-organized classroom arrangement; developmentally appropriate toys, books, and materials). <b>[8.3.6]</b></p>  |
|   | <p><b>PreK CQI</b> Draws attention to the expectations in the classroom through non-verbal/verbal cues or reminders of established rules and expectations. Note: Later in the school year, there may be less need for explicit discussion of rules because children appear to move through the day smoothly without conflicts. <b>[4.1.6]</b></p>                           |
|   | <p><b>PreK CQI</b> Draws attention to expectations for center time through nonverbal/verbal cues or reminders of established rules and expectations. <b>[4.1.6]</b></p>   |
| <p><b>PreK CQI</b> Helps children resolve conflicts with peers by using words and regulating behavior (e.g., "We use words, not our hands, when a friend has a marker that you want."). <b>[4.1.7]</b> and/or <b>[4.1.14]</b></p> |   |



# CDA TOPIC: HEALTHY

|                        |   |
|------------------------|---|
| <b>PD</b>              | <b>TSR ASSIGNED PROFESSIONAL DEVELOPMENT</b>  |
|                        | <a href="#">CIRCLE CDA Health (Self-Instructional)</a>  |
| <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>  |



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| <b>PORTFOLIO ITEMS</b>   | <b>RESOURCE COLLECTION &amp; COMPETENCY STATEMENTS</b>   |
|  | <p>RC VI 1: <b>Add the Child Care Regulation information</b> to include the name and contact information of the state's agency, the qualification requirements for site staff (teachers, assistants, and directors), group size, and adult-child ratio requirements.</p> <p>RC VI 2: <b>List 3 early childhood associations</b> (national, regional, state, or local) to include website addresses, a description of the professional resources that they offer, and membership opportunities they each offer.</p> |
| <b>CONTENT REFLECTION QUESTIONS</b>  | <b>CONTENT REFLECTION QUESTIONS FOR CALL WITH APPRENTICE</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>   |
|  | <a href="#">CIRCLE CDA Health (Self-Instructional)</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 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.)   |
|  | 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.)   |
|  | 8.2.8. Responds appropriately and sensitively to children's illnesses.   |





| <b>CQI TEACHER COMPETENCIES</b> |   |
|---------------------------------|---|
| <b>CQI COMPETENCY AREAS</b>     | <b>PreK CQI:</b> Offers choices between two or three things to allow children to practice independence and build self-confidence. Excludes choices offered to redirect behavior. <b>[2.2.11]</b><br><b>PreK CQI:</b> Allows children to make choices about center activities. <b>[2.2.11]</b> |
|                                 | <b>PreK CQI:</b> Offers choices between two or three things to allow children to practice independence and build self-confidence. Excludes choices offered to redirect behavior. <b>[4.1.5]</b>   |
|                                 | <b>PreK CQI:</b> Responds promptly and sensitively (warmly and with genuine concern/understanding) to children’s verbal and nonverbal signals, values, feelings, interests, and needs. <b>[8.2.8]</b>   |
|                                 | <b>PreK CQI:</b> Provides comfort to children in distress by responding quickly and calmly to provide physical comfort or simply using gentle, soothing words. <b>[8.2.8]</b>   |



# CDA FUNCTIONAL AREA 3: LEARNING ENVIRONMENT

|                 |   |
|-----------------|---|
| <b>PD</b>       | <b>TSR COMP PROFESSIONAL DEVELOPMENT</b>  |
|                 | Introduction to Developing Talkers  |
| <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.   |



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|-------------------------------------|---|--|
| <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>  |  |
|                                     | RC IV 1: <b>Add family counseling information</b> to include the contact information: name, phone number, website, etc., of a local agency.   |  |
|                                     | RC IV 2: <b>Add two translation services information</b> to include the contact information: name, phone number, website, etc. of a local translation service for families whose home language is other than English as well as a service that provides American Sign Language translation. |  |
| <b>CONTENT REFLECTION QUESTIONS</b> | <b>CONTENT REFLECTION QUESTIONS FOR CALL WITH APPRENTICE</b>  |  |
|                                     | What are some ways you can 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>  |  |
|                                     | <a href="#">Functional Area 3: Learning Environments Session CDA Professional Learning Sessions</a>   |  |
| <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.   |
|   | 1.5.2 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).                    |
|   | 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.  |
|   | 4.9.2 Provides children with opportunities to engage in various activities that support the development of fine motor skills.   |
|   | 6.1.3 Engages children in positive discussions, read-aloud, and play activities focused on cultural differences.  |
|   | 8.3.6 Maintains a clutter-free space for children to play and learn   |

| <b>CQI TEACHER COMPETENCIES</b>  |  |
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| <b>CQI COMPETENCY AREAS</b>  | PreK CQI: Lesson plans show strong connection between instructional standards and theme/unit-related activities. [1.1.12]  |
|  | CQI: Encourages play with drawing, painting, or writing tools that promote fine motor skills. [1.5.2]  |
|  | CQI: Involves children in science activities throughout the day. [1.5.2]   |
|  | CQI: Involves children in math activities throughout the day. [1.5.2]  |
|  | CQI: Involves children in written expression activities throughout the day. [1.5.2]  |
|  | CQI: Involves children in print, letter, or reading activities throughout the day. [1.5.2]   |
|  | CQI: Involves children in phonological awareness activities throughout the day. [1.5.2]  |
|  | CQI: Plans activities to support children’s understanding of emotions through songs, book readings, pretend play, or other teacher-initiated activities. [1.5.2] |
|  | CQI: Involves children in organized hands-on math activities that support one or more conceptual areas in math. [1.5.2]  |
|  | CQI: Promotes fine motor practice. [1.5.2]   |
| PreK CQI: Respectfully and calmly gives reminders, redirection or logical/natural consequences should a child break a rule or misbehave. [2.2.8]   |  |
| PreK CQI: Uses intentional and efficient methods for transitioning from one activity to the next. [2.2.8]  |  |
| CQI: Encourages play with drawing, painting, or writing tools that promote fine motor skills. [2.3.3]  |  |
| CQI: Involves children in science activities throughout the day. [2.3.3]   |  |
| CQI: Involves children in math activities throughout the day. [2.3.3]  |  |
| CQI: Involves children in written expression activities throughout the day. [2.3.3]  |  |
| CQI: Involves children in print, letter, or reading activities throughout the day. [2.3.3]   |  |
| CQI: Involves children in phonological awareness activities throughout the day. [2.3.3]  |  |
| CQI: Plans activities to support children’s understanding of emotions through songs, book readings, pretend play, or other teacher-initiated activities. [2.3.3]   |  |
| CQI: Involves children in organized hands-on math activities that support one or more conceptual areas in math. [2.3.3]  |  |
| CQI: Promotes fine motor practice. [2.3.3]   |  |
| PreK CQI: Models how to play/use and care of center materials during center time. [3.3.7]  |  |
| PreK 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). [3.1.8] |  |
| PreK CQI: Models how to play/use and care for center materials during center time (e.g., support turn-taking, proper care, and storage of materials, clean-up before leaving centers, etc.). [3.1.12]  |  |



| <b>CQI TEACHER COMPETENCIES (cont.)</b> |  |
|---|--|
| <b>CQI COMPETENCY AREAS</b>             | <p>PreK CQI: Plans literacy/language instruction based upon individual assessment/checklists. [3.1.15]</p> <p>PreK CQI: Plans math instruction based upon individual assessment/checklists. [3.1.15]</p>   |
|   | <p>PreK CQI: Establishes classroom routines that encourage/require child writing (e.g., label your artwork with your name, sign-in upon arrival). [4.3.5]</p> <p>PreK CQI: Makes class-made books (e.g., each child makes a page of a counting book; pictures drawn by children/photos of children with the teacher taking their dictations about their picture). [4.3.5]</p>  |
|   | <p>PreK CQI: Models or discusses respect for diversity, including culture, ethnicity, special needs, and language (e.g., children’s use of home languages, talks about items in centers that reflect diverse backgrounds). [4.6.1]</p> <p>PreK CQI: Provides explicit instruction that incorporates diverse cultural backgrounds of children (e.g., multicultural read aloud, lessons on cultural traditions, etc.). [4.6.1]</p>   |
|   | <p>PreK 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. [4.9.2]</p>   |
|   | <p>PreK CQI. Models or discusses respect for diversity, including culture, ethnicity, special needs, and language (e.g., children’s use of home languages, talks about items in centers that reflect diverse backgrounds). [6.1.3]</p> <p>PreK CQI. Provides explicit instruction that incorporates diverse cultural backgrounds of children (e.g., multicultural read aloud, lessons on cultural traditions, etc.). [6.1.3]</p>   |
|   | <p>PreK CQI: Provides a high-quality learning environment (e.g., well-organized classroom arrangement; developmentally appropriate toys, books, and materials) [8.3.6]</p>   |
|   | <p>PreK CQI: Lesson plans show strong connection between instructional standards and theme/unit-related activities. [1.1.12]</p>   |
|   | <p>CQI: Encourages play with drawing, painting, or writing tools that promote fine motor skills. [1.5.2]</p> <p>CQI: Involves children in science activities throughout the day. [1.5.2]</p> <p>CQI: Involves children in math activities throughout the day. [1.5.2]</p> <p>CQI: Involves children in written expression activities throughout the day. [1.5.2]</p> <p>CQI: Involves children in print, letter, or reading activities throughout the day. [1.5.2]</p> <p>CQI: Involves children in phonological awareness activities throughout the day. [1.5.2]</p> <p>CQI: Plans activities to support children’s understanding of emotions through songs, book readings, pretend play, or other teacher-initiated activities. [1.5.2]</p> <p>CQI: Involves children in organized hands-on math activities that support one or more conceptual areas in math. [1.5.2]</p> <p>CQI: Promotes fine motor practice. [1.5.2]</p> |



# CDA TOPIC 4: PHYSICAL

|  |   |
|--|---|
| <b>PD</b>  | <b>TSR COMP PROFESSIONAL DEVELOPMENT</b>  |
|  | eCIRCLE Building Vocabulary<br>Building Vocabulary CDA Building Your Professional Portfolio (SI)  |
| <b>CDA SUBJECT AREA</b>                                    | <b>CDA SUBJECT AREA 4: ECE BIG CONCEPTS</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.   |
|  | 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>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.  |
|                                     |  | CS II-a <b>Add five sentences to Competency Statement II</b><br>Reflect on one of the above (RC II-4 or RC II-5) learning experiences for supporting young children's physical development.<br><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> |
| <b>CONTENT REFLECTION QUESTIONS</b> | <b>CONTENT REFLECTION QUESTIONS FOR CALL WITH APPRENTICE</b> |  |
|                                     |  | 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>   |





| <b>CLI ENGAGE RESOURCES<br/>(CAC, CURRICULUM, AND OTHERS)</b> |   |
|---|---|
| <b>CLI ENGAGE</b>   | <a href="#">Welcome Page for the Infant Toddler CIRCLE Activity Collection (CAC) Physical Health and Motor Development</a>  |
|   | <a href="#">CAC Physical Health and Motor Development Activities</a>  |
|   | <a href="#">Navigating Concerns about Children’s Development</a>  |
|   | <a href="#">Infant and Child Developmental Checklist</a>  |
|   | <a href="#">CIRCLE Infant Toddler Environment Checklist (CEC)</a>   |
| <b>TEXAS CORE COMPETENCIES - PRACTITIONER</b>                 |   |
| <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.) |
|   | 2.3.5 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).  |
|   | 4.9.2 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**

|  |   |
|--|---|
| <p>CQI: Encourages play with drawing, painting, or writing tools that promote fine motor skills. [1.5.2]</p> <p>CQI: Involves children in math activities throughout the day. [1.5.2]</p> <p>CQI: Involves children in written expression activities throughout the day. [1.5.2]</p> <p>CQI: Involves children in print, letter, or reading activities throughout the day. [1.5.2]</p> <p>CQI: Involves children in phonological awareness activities throughout the day. [1.5.2]</p> <p>CQI: Involves children in organized hands-on math activities that support one or more conceptual areas in math. [1.5.2]</p> <p>CQI: Promotes fine motor practice. [1.5.2]"</p>  | <p>CQI: Involves children in science activities throughout the day. [1.5.2]</p> <p>CQI: Plans activities to support children’s understanding of emotions through songs, book readings, pretend play, or other teacher-initiated activities. [1.5.2]</p> |
| <p>PreK CQI: Lesson plans show a strong connection between instructional standards and theme/unit-related activities. [1.1.12]</p>   |   |
| <p>CQI: Encourages play with drawing, painting, or writing tools that promote fine motor skills. [2.3.3]</p> <p>CQI: Involves children in math activities throughout the day. [2.3.3]</p> <p>CQI: Involves children in written expression activities throughout the day. [2.3.3]</p> <p>CQI: Involves children in print, letter, or reading activities throughout the day. [2.3.3]</p> <p>CQI: Involves children in phonological awareness activities throughout the day. [2.3.3]</p> <p>CQI: Plans activities to support the children’s understanding of emotions through songs, book readings, pretend play, or other teacher-initiated activities. [2.3.3]</p> <p>CQI: Involves children in organized hands-on math activities that support one or more conceptual areas in math. [2.3.3]</p> <p>CQI: Promotes fine motor practice. [2.3.3]</p> | <p>CQI: Involves children in science activities throughout the day. [2.3.3]</p>   |
| <p>PreK CQI: Models and joins pretend play with or without props. [2.3.5]</p>  |   |
| <p>PreK CQI: Models how to play/use and care of center materials during center time. [2.3.7]</p>   |   |
| <p>PreK CQI: Talks about or encourages children to use theme-related materials in centers (e.g., activities based on curriculum/theme). This can be done before going to centers and/or during center time. [3.1.7]</p> <p>PreK CQI: Describes or models opportunities available in centers before going to centers (e.g., demonstrate how to use a new center activity, review existing activities/materials.). [3.1.7]"</p>  |   |
| <p>PreK CQI: Talks about or encourages children to use theme-related materials in centers (e.g., activities based on curriculum/theme). This can be done before going to centers and/or during center time. [3.1.12]</p>   |   |



| <b>CIRCLE INFANT-TODDLER TEACHER COMPETENCIES (cont.)</b> |  |
|---|--|
| <b>CQI COMPETENCY<br/>AREAS</b>                           | PreK CQI: Implements written lesson plan activities generally as planned to follow through with scheduled learning objectives. [3.2.8]   |
|   | PreK 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. [4.9.2] and or {4.9.3} |
|   | "PreK CQI: Lesson plans show a strong connection between instructional standards and theme/unit-related activities (e.g., theme activities teach important objectives/standards rather than only linking to a theme). [4.9.7]  |



# CDA TOPIC 5: COGNITIVE

|                        |   |
|------------------------|---|
| <b>PD</b>              | <b>TSR ASSIGNED PROFESSIONAL DEVELOPMENT</b>  |
|                        | eCIRCLE Phonological Awareness  |
|                        | CIRCLE CDA Intro (SI)   |
| <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>  |
|                                     | RC II-6: <b>Write one activity supporting children's self-concept</b> to include: (1) age group, (2) learning goal (3) materials, (4) process/teaching strategies, (5) age group, and (6) how this activity is developmentally appropriate for that age group.    |
|                                     | RC II-7: <b>Write one activity supporting children's self-regulation</b> to include (1) age group, (2) learning goal, (3) materials, (4) process/teaching strategies, (5) age group, and (6) how this activity is developmentally appropriate for that age group. |
|                                     | CS III a: <b>Write 8-10 sentences</b> describing some of the ways you support the development of children's positive self-concepts and growing social/emotional skills.   |
| <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 Session)</a>   |
|                                     | <a href="#">Module 3: Support Children's Progress in Cognitive and Social-emotional Development (BEECH Modules)</a>   |
|                                     | <a href="#">TSR Connect Newsletter: "Integrating Cognitive Concepts throughout the Day"</a>   |
|                                     | <a href="#">Don't wait for a teachable moment! Create one! Webinar</a>  |
|                                     | <a href="#">TSR Connect Newsletter: "Don't Wait for a Teachable Moment...Create One!"</a>   |
|                                     | <a href="#">TSR Connect Newsletter: "Early Mathematics" related to cognitive content</a>  |
|                                     | <a href="#">CIRCLE Activity Collection PreK: sorted for Cognitive activities</a>  |



| <b>TEXAS CORE COMPETENCIES - PRACTITIONER</b> |   |
|---|---|
| <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.   |
|   | 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.   |
|   | 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.).   |
|   | 2.3.5 Engages in playful activities throughout the day (songs, books, games, pretending).   |
|   | 2.3.7 Utilizes learning centers, stations, or interest areas to encourage play.   |
|   | 2.3.12 Models problem-solving skills during play.   |
|   | 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.  |
|   | 4.4.8. 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).  |



| <b>TEXAS CORE COMPETENCIES - PRACTITIONER (cont.)</b>   |   |
|---|---|
| <b>COMPETENCY AREAS</b>   | 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.   |
|   | 4.5.8 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.   |
|   | 4.5.12 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>   | PreK CQI: Lesson plans show a strong connection between instructional standards and theme/unit-related activities. [1.1.12]   |
|   | "CQI: Encourages play with drawing, painting, or writing tools that promote fine motor skills. [1.5.2]  |
|   | CQI: Involves children in science activities throughout the day. [1.5.2]  |
|   | CQI: Involves children in math activities throughout the day. [1.5.2]   |
|   | CQI: Involves children in written expression activities throughout the day. [1.5.2]   |
|   | CQI: Involves children in print, letter, or reading activities throughout the day. [1.5.2]  |
|   | CQI: Involves children in phonological awareness activities throughout the day. [1.5.2]   |
|   | CQI: Plans activities to support children’s understanding of emotions through songs, book readings, pretend play, or other teacher-initiated activities. [1.5.2]  |
|   | CQI: Involves children in organized hands-on math activities that support one or more conceptual areas in math. [1.5.2]   |
|   | CQI: Promotes fine motor practice. [1.5.2] "  |
| PreK CQI: Plans literacy/language instruction based upon individual assessment/checklists. The plan should be listed on the lesson plan (e.g., plan whole-group lessons to introduce a skill most children need; plan Tier 2 small-group lessons if only some children need skill practice or review). [1.1.13] |   |
| PreK CQI: Plans math instruction based upon individual assessment/checklists. The plan should be listed on the lesson plan (e.g., plan whole-group lessons to introduce a skill most children need; plan Tier 2 small-group lessons if only some children need skill practice or review). [1.1.13]"             |   |

| <b>CQI TEACHER COMPETENCIES (cont.)</b>  |  |
|--|--|
| <b>CQI COMPETENCY AREAS</b>  | PreK CQI: Evidence of small-group lesson plans [1.1.14]  |
|  | PreK CQI: Plans literacy/language instruction based upon individual assessment/checklists. [1.1.14]  |
|  | PreK CQI. Plans math instruction based upon individual assessment/checklists. [1.1.14]   |
|  | PreK 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) [1.1.20] |
|  | PreK 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. [2.3.1]                       |
|  | "CQI: Encourages play with drawing, painting, or writing tools that promote fine motor skills. [2.3.3]   |
|  | CQI: Involves children in science activities throughout the day. [2.3.3]   |
|  | CQI: Involves children in math activities throughout the day. [2.3.3]  |
|  | CQI: Involves children in written expression activities throughout the day. [2.3.3]  |
|  | CQI: Involves children in print, letter, or reading activities throughout the day. [2.3.3]   |
|  | CQI: Involves children in phonological awareness activities throughout the day. [2.3.3]  |
|  | CQI: Plans activities to support children’s understanding of emotions through songs, book readings, pretend play, or other teacher-initiated activities. [2.3.3]   |
|  | CQI: Involves children in organized hands-on math activities that support one or more conceptual areas in math. [2.3.3]  |
|  | CQI: Promotes fine motor practice. [2.3.3]   |
|  | CQI: Models and joins pretend play with or without props. [2.3.5]  |
|  | CQI: Models how to play/use and care of center materials during center time [2.3.7]  |
|  | PreK CQI: Models prosocial behaviors throughout the day, including using polite manners, offering comfort, modeling turn-taking and sharing. [2.3.12]  |
|  | PreK CQI: Uses or teaches math vocabulary during a math activity (e.g., more/less, count, shape, sort, etc.). [4.4.2]  |
| "PreK CQI: Uses or teaches math vocabulary during a math activity (e.g., more/less, count, shape, sort, etc.). [4.4.3] |  |
| PreK CQI: Incorporates math into daily routines (e.g., attendance, lunch count, voting, and graphs). [4.4.3]           |  |



| <b>CQI TEACHER COMPETENCIES (cont.)</b> |  |
|---|--|
| <b>CQI COMPETENCY AREAS</b>             | PreK CQI: Involves children in organized hands-on math activities (e.g., multi-sensory, manipulatives) that support one or more conceptual areas in math (e.g., number, counting, space and geometry, patterns, measurement, and graphing). [4.4.4]                            |
|   | PreK CQI: Takes advantage of chance opportunities to talk about math concepts (e.g., Teacher asks child to count rocks that were found on the playground). [4.4.6]   |
|   | PreK CQI: Involves children in math activities throughout the day (large group, small group, transitions, centers, greeting, bathroom, waiting times, meal/snack, outdoor time, walking in hallways, and other teachable moments). [4.4.8]                                     |
|   | PreK CQI: Teacher upward scaffolds children’s correct responses or child’s new topic to build their understanding of math concepts (e.g., Child counts to ten. Teacher asks, “Do you know what number comes next?”). [4.4.9]   |
|   | PreK CQI: Downward scaffolds children’s incorrect, ambiguous, or non-response to build their understanding of math concepts (e.g., Children miscount bears. Teacher helps children use one-to-one correspondence by having them touch each bear as they count again). [4.4.9]" |
|   | PreK CQI: Lesson plans show strong connection between instructional standards and theme/unit-related activities (e.g., theme activities teach important objectives/standards rather than only linking to a theme). [4.4.12]  |
|   | PreK CQI: Models the use of or teaches the meaning of scientific vocabulary (e.g., patterns, cause and effect, quantity, change; stem, root, soil; speed, motion, direction, etc.). [4.5.2]  |
|   | PreK CQI: Demonstrates and explains how things work. [4.5.2]   |
|   | PreK CQI: Plans and carries out systematic investigations to compare and test different situations or solutions. [4.5.4]   |
|   | PreK CQI: Involves children in using senses and simple tools to collect simple data during science or engineering investigations, drawing, counting, tallies, non-standard measurement, simple bar graphs. [4.5.4]   |
|   | PreK CQI: Encourages children to share/talk about their findings using writing/drawing/simple models (e.g., share science journals at circle time; show and tell an experiment; invite parents or other students to hear a presentation about the class’s findings). [4.5.4]   |
|   | PreK CQI: Engages in talk and questioning (Why? How?) that encourages explanation and higher-level thinking based on observations or simple data. [4.5.4]  |
|   | PreK CQI: Involves children in science activities throughout the day. [4.5.5]  |
|   | PreK CQI: Involves children in science activities throughout the day (large group, small group, transitions, centers, greeting, bathroom, waiting times, meal/snack, outdoor time, walking in hallways, and other teachable moments). [4.5.8]                                  |



| <b>CQI TEACHER COMPETENCIES (cont.)</b> |   |
|---|---|
| <b>CQI COMPETENCY AREAS</b>             | PreK CQI: Downward scaffolds children’s incorrect, ambiguous, or nonresponse to build their understanding of science concepts. [4.5.9]  |
|   | PreK CQI: Upward scaffolds children’s correct responses or child’s new topic to build their understanding of science concepts. [4.5.9]  |
|   | PreK CQI: Lesson plans show a strong connection between instructional standards and theme/unit-related activities (e.g., theme activities teach important objectives/standards rather than only linking to a theme). [4.5.10]         |
|   | PreK CQI: Lesson plans show a strong connection between instructional standards and theme/unit-related activities (e.g., theme activities teach important objectives/standards rather than only linking to a theme). [4.5.12]+A70:B94 |



# CDA TOPIC 6: COMMUNICATION

|                        |  |
|------------------------|--|
| <b>PD</b>              | <b>TSR ASSIGNED PROFESSIONAL DEVELOPMENT</b>   |
|                        | Setting the Stage for Children's Talk  |
| <b>CDA AREA</b>        | <b>CDA SUBJECT AREA 6: ECE BIG CONCEPTS</b>  |
|                        | *Providing time for reading books, singing songs, and fingerplays can provide age- appropriate opportunities for young children to hear and engage in language.  |
|                        | *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.                  |
|                        | *Children with strong language skills are better able to engage in play, make friends, express ideas, and build relationships with adults and peers.   |
|                        | *Writing helps children understand print concepts and how they are related to speech.  |
| <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>There isn't a CIRCLE CDA course for Self. However, there is a PLS Functional Area 8 - link below.</i>   |
| <b>CLI ENGAGE</b>                   | <b>CLI ENGAGE RESOURCES (CAC, CURRICULUM, AND OTHERS)</b>  |
|                                     | <a href="#">Functional Area 6: Communication Session</a> (CDA Professional Learning Sessions)  |
|                                     | <a href="#">eCIRCLE English Language Learners: Culture, Language, Instruction (Self Instructional)</a>   |
|                                     | <a href="#">Going Nuts for Words: Approaches for Early Academic Language Webinar</a>   |
|                                     | <a href="#">Module 1: Strategies for Responsive Caregiving that Help Build Language</a>  |
|                                     | <a href="#">Module 2: Responsive Caregiving: Building Behavior, Language, and Literacy Skills (BEECH Modules)</a>  |
|                                     | <a href="#">2022 Texas PKG Domain 2: Emergent Literacy Language and Communication (Self-Instructional)</a>   |
|                                     | <a href="#">CIRCLE Activity Collection: PreK sorted for Language and Communication</a>   |
|                                     | <a href="#">(PT) Core Competency Area 6: Diversity and Dual Language Learners</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.  |
|                                     | 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). |
|                                     | 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.   |



| <b>TEXAS CORE COMPETENCIES - PRACTITIONER (cont.)</b> |   |
|---|---|
| <b>COMPETENCY AREAS</b>                               | 2.4.6 Provides children with frequent opportunities to talk with caregivers throughout the day (small group, whole group, outdoor play, mealtimes).   |
|   | 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?”).  |
|   | 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).  |
|   | 4.2.3 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").   |
|   | 4.2.8 Uses a variety of questions (open, closed, inferential) to encourage communication.   |
|   | 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.  |
|   | 4.2.15 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.   |
|   | 4.3.2 Uses a variety of strategies to engage listeners and make reading fun (character voices, props, modulating tone, animation, hand movement).   |



| <b>TEXAS CORE COMPETENCIES - PRACTITIONER (cont.)</b>  |  |
|--|--|
| <b>COMPETENCY AREAS</b>  | 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).   |
|  | 4.3.7. 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.  |
|  | 7.2.1 Engages children in discussions, activities, and lessons that allow children to share their family experiences, routines, and traditions with others.  |
| <b>CQI TEACHER COMPETENCIES</b>  |  |
| <b>CQI COMPETENCY AREAS</b>  | PreK CQI: Lesson plans show a strong connection between instructional standards and theme/unit-related activities. [1.1.12]  |
|  | PreK CQI: Responds promptly and sensitively (warmly and with genuine concern/understanding) to children's verbal and nonverbal signals, values, feelings, interests, and needs. [2.4.2]  |
|  | PreK CQI: Expresses warmth and affection through positive nonverbal behaviors such as getting down to child's eye level, smiling, cuddling, using reassuring touch, having a gentle tone of voice, and pacing that matches the child's energy level. [2.4.2]   |
|  | PreK CQI: Asks knowledge level, basic questions (have right or wrong answers based on what you can see, hear, smell, taste, touch, name, describe, recall, etc.). Excludes discussion during and after read aloud. [2.4.3]   |
|  | PreK CQI: Asks higher level, open-ended, thinking questions (analysis or thinking required, "why," "how," compare, link, explain, etc.). Excludes discussion during and after read aloud. [2.4.3]"   |
| PreK CQI: Paces interactions with children by speaking and moving at rates that match children's speed and pausing to allow turn-taking in conversation (with nonverbal children.) [2.4.4] |  |

| <b>CQI TEACHER COMPETENCIES (cont.)</b> |   |
|---|---|
| <b>CQI COMPETENCY AREAS</b>             | PreK CQI: Provides opportunities for children to participate both verbally and nonverbally in group activities. [2.4.6]   |
|   | PreK CQI: Encourages two-way conversations by pausing, making eye contact, asking questions, and allowing children to both initiate and respond to conversational topics. [2.4.6]   |
|   | PreK 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. Downward scaffolds children’s incorrect, ambiguous, or non- response to build their oral language use (e.g., provide clues; reduce choices to either/or question, “Is it too deep or too heavy?”; provide a cloze prompt, “The bucket was too dee...” (deep); model answer and ask child to repeat all or part of the answer, “This pail is deep. Say deep.”). [2.4.9] |
|   | PreK CQI: Provides an upward scaffold in response to the children’s correct and complete verbalizations and gestures by providing additional details to deepen children’s background knowledge and vocabulary (e.g., ask for explanation, alternative ideas, or linking; brainstorms more challenging ways to play/use materials). [2.4.10]   |
|   | PreK CQI: Duration of whole-group activities is appropriate for children’s attention span. [3.2.5]  |
|   | PreK CQI: Implements written lesson plan activities generally as planned to follow through with scheduled learning objectives. [3.2.8]  |
|   | PreK CQI: Provides opportunities for children to participate both verbally and nonverbally in group activities. [4.2.3]   |
|   | PreK CQI: Engages children in conversations that involve child and teacher taking multiple turns about a conversational topic (e.g., 3-5 turns, such as Child (C)>Teacher (T)>C>T>C or T>C>T>C>T. [4.2.4]   |
|   | PreK CQI: Models for children how to express their ideas in more mature sentences (e.g., expand child’s words by adding an idea) (e.g., Child says, “Water.” Teacher says, “Say, I want a drink of water.” Child says, “Ball.” Teacher says, “Yes, that is a big, blue ball.”). [4.2.6]   |
|   | PreK CQI: Names/labels various items and specific parts of objects (e.g., instead of “Hand me that,” “Hand me the apron.”). Ejemplo en español: “En vez de “Dame esto,” “Dame el delantal.” [4.2.7]   |
|   | PreK CQI: Asks knowledge level, basic questions (have right or wrong answers based on what you can see, hear, smell, taste, touch, name, describe, recall, etc.). Excludes discussion during and after read aloud. [4.2.8]  |
|   | PreK CQI: Asks higher level, open-ended, thinking questions (analysis or thinking required, “why,” “how,” compare, link, explain, etc.). Excludes discussion during and after read alouds. [4.2.8]  |

| <b>CQI TEACHER COMPETENCIES (cont.)</b>   |  |
|---|--|
| <b>CQI COMPETENCY AREAS</b>   | PreK CQI: Plans literacy/language instruction based upon individual assessment/checklists. [4.2.12]  |
|   | PreK 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. Downward scaffolds children’s incorrect, ambiguous, or non- response to build their oral language use (e.g., provide clues; reduce choices to either/or question, “Is it too deep or too heavy?”; provide a cloze prompt, “The bucket was too dee...” (deep); model answer and ask child to repeat all or part of the answer, “This pail is deep. Say deep.”). [4.2.15] |
|   | PreK 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 (e.g., ask for explanation, alternative ideas, or linking; brainstorms more challenging ways to play/use materials). [4.2.15]  |
|   | PreK CQI: Supports understanding by using gestures, acting out, or miming important vocabulary/concepts. This could occur during large group, small groups, or center time. [4.2.17]   |
|   | PreK CQI: Supports understanding by pointing to or using visual representations (objects/pictures/ manipulatives) of important vocabulary/concepts. [4.2.17]   |
|   | PreK CQI: Explains and instructs basic words (not just sophisticated vocabulary) because EL may not know basic vocabulary that native speakers will understand. [4.2.17]   |
|   | PreK CQI Explains idioms that EL are unlikely to understand, such as turn of phrase/figure of speech. [4.2.17]   |
|   | CQI: Lesson plans should reflect the specific EL instructional adaptations planned. [4.2.19]   |
|   | CQI: Lesson plans show strong connection between instructional standards and theme/unit-related activities. [4.2.19]   |
|   | PreK CQI: Uses a read aloud chart or other visual aid to support or introduce the read aloud or topic (e.g., flannel board pieces, puppets, other props). [4.3.2]  |
| PreK CQI: Reads with expression to capture children’s attention (e.g., dramatic tone, special voices for characters, etc.). [4.3.2] |  |





| <b>CQI TEACHER COMPETENCIES (cont.)</b> |   |
|---|---|
| <b>CQI COMPETENCY AREAS</b>             | PreK CQI: Involves children in modeled writing activities in which the teacher controls the pen and the message, but models the writing process (e.g., thinking aloud about process; using correct capitalization, spelling, etc.). [4.3.4]   |
|   | PreK CQI: Takes dictation (e.g., negotiating a message or writing exactly what was said) from a single child about their individual drawing/writing/ideas. [4.3.4]"   |
|   | PreK CQI: Encourages children to use manipulatives to help them write words (e.g., attending to sounds with a phonics phone, using letter sound cards, or letter wall cards to identify the correct phoneme to write). [4.3.7]  |
|   | PreK CQI: Plans literacy/language instruction based upon individual assessment/checklists. [4.3.9]  |
|   | "PreK 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. Downward scaffolds children's incorrect, ambiguous, or non- response to build their oral language use. [4.3.11] |
|   | PreK 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]   |
|   | PreK CQI: Lesson plans show strong connection between instructional standards and theme/unit-related activities. [4.3.15]   |
|   | PreK CQI. Models or discusses respect for diversity including culture, ethnicity, special needs, and language (e.g., children's use of home languages, talks about items in centers that reflect diverse backgrounds). [6.1.3]  |
|   | PreK CQI. Provides explicit instruction that incorporates diverse cultural backgrounds of children (e.g., multicultural read aloud, lessons on cultural traditions, etc.). [6.1.3]  |
|   | Pre-K CQI: Supports understanding by pointing to or using visual representations (objects/pictures/ manipulatives) of important vocabulary/concepts. This could occur during large group, small groups, or center time. [6.2.3]   |
|   | PreK CQI. Models or discusses respect for diversity including culture, ethnicity, special needs, and language (e.g., children's use of home languages, talks about items in centers that reflect diverse backgrounds). [7.2.1]  |
|   | PreK CQI. Provides explicit instruction that incorporates diverse cultural backgrounds of children (e.g., multicultural read aloud, lessons on cultural traditions, etc.). [7.2.1]  |



# CDA TOPIC 7: CREATIVE

|                        |  |
|------------------------|--|
| <b>PD</b>              | <b>TSR COMP PROFESSIONAL DEVELOPMENT</b>   |
|                        | eCIRCLE Written Expression   |
| <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.   |
|                        | The majority of art experiences should be model/sample-free, with the focus being on the process of creating.  |
|                        | 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<br/>ITEMS</b>              | <b>RESOURCE COLLECTION &amp; COMPETENCY STATEMENTS</b>   |
|   | <p>RC IV 3: <b>Add two agency information</b> that provide community resources and services for children with disabilities.</p> <p>RC IV 4: <b>Add three or more websites</b> and provide: (1) brief descriptions that provide current information to help families understand how young children, ages 3 to 5 years, develop and learn, (2) one article from each website, and (3) one article must relate to child guidance.</p> |
| <b>CONTENT REFLECTION<br/>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"? (These experiences contribute to the children's ability to communicate more effectively and engage in cooperative play with others.)  |
| <b>CIRCLE<br/>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<br/>(CAC, CURRICULUM, AND OTHERS)</b>  |
|   | <a href="#">Functional Area 7: Creative Session CDA Professional Learning Sessions</a>   |
|   | <a href="#">2022 Texas PKG Domain 8: Fine Arts (Self-Instructional)</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>  |



| <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.  |
|   | 1.5.18 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.).  |
|   | 2.3.5 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).   |
|   | 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.   |
| 4.8.6. 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>   | PreK CQI: Recent, dated documentation of children's developmental progress across important literacy/language areas through the use of direct assessments/cognitive checklists/portfolios. [1.1.12] [4.3.6]  |
|   | PreK CQI: Recent, dated documentation of children’s developmental progress across important math skills through the use of direct assessments/cognitive checklists. [1.1.12]   |
|   | PreK CQI: Encourages play with drawing, painting, or writing tools that promote fine motor skills. [1.5.18]  |
|   | PreK CQI: Involves children in science activities throughout the day. [1.5.18]   |
|   | PreK CQI: Involves children in math activities throughout the day. [1.5.18]  |
|   | PreK CQI: Involves children in written expression activities throughout the day. [1.5.18]  |



| <b>CQI TEACHER COMPETENCIES</b> |   |
|---------------------------------|---|
| <b>CQI COMPETENCY AREAS</b>     | PreK CQI: Involves children in print, letter, or reading activities throughout the day. [1.5.18]  |
|                                 | PreK CQI: Involves children in phonological awareness activities throughout the day. [1.5.18]   |
|                                 | PreK CQI: Involves children in phonological awareness activities throughout the day. [1.5.18]   |
|                                 | PreK CQI: Plans activities to support children’s understanding of emotions through songs, book readings, pretend play, or other teacher-initiated activities. [1.5.18]  |
|                                 | PreK 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 or dances. [1.5.18]                 |
|                                 | PreK CQI: Involves children in organized hands-on math activities that support one or more conceptual areas in math. [1.5.18]   |
|                                 | PreK CQI: Promotes fine motor practice (e.g., grasping skills, building with blocks, lacing, simple puzzles, fill-an-empty activities,) supports hand-eye coordination and/or both hands together. [2.3.3][2.3.7][1.5.18] |
|                                 | PreK CQI: Observes, discusses, and/or investigates characteristics of organisms and/or what they need to survive. [1.5.18]  |
|                                 | PreK CQI: Promotes fine motor practice (e.g., grasping skills, building with blocks, lacing, simple puzzles, fill-an-empty activities,) supports hand-eye coordination and/or both hands together. [2.3.3][2.3.7]         |
|                                 | PreK CQI: Models and joins pretend play with or without props. [2.3.5][2.3.3]   |
|                                 | PreK CQI: Models how to play/use and care of center materials during center time. [2.3.7]   |
|                                 | PreK CQI: Talks about or encourages children to use theme-related materials in centers. [3.2.4]   |
|                                 | PreK CQI: Talks about and /or engage children in independent writing activities linked to current themes or topics of interest. [4.3.5]   |
|                                 | PreK CQI: Involves children in modeled writing activities in which the teacher controls the pen and the message, but models the writing process [4.3.5] [4.3.6]   |
|                                 | PreK CQI: Engages small or large groups of children in shared writing opportunities in which the teacher does all the writing, but elicits ideas for writing from children. [4.3.5]                                       |
|                                 | PreK CQI: Engages small or large group of children in interactive writing opportunities in which the teacher shares the pen with students so that they can help write part of the message. [4.3.5]                        |
|                                 | PreK CQI: Lesson plans show strong connection between instructional standards and theme/unit-related activities. [4.8.6]  |



# CDA TOPIC 8: SELF

|                        |  |
|------------------------|--|
| <b>PD</b>              | <b>TSR COMP PROFESSIONAL DEVELOPMENT</b>   |
|                        | eCIRCLE Letter Knowledge   |
| <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>  |
|                                     | <p>RC II-3: <b>Add one creative arts activity</b> to include the age group, goals, materials, teaching process/strategies, and why this activity is developmentally appropriate for them.</p> <p>CS II-c: <b>Write 8-10 sentences</b> on one of the activities from your Resource Collection II and describe how this activity reflects your philosophy of how to support young children's creative development. <b>Prompts:</b> How does the activity you planned for the children allow them to be independent in their thinking or express themselves? After providing the materials for the activity, how can you encourage the children to take the lead in deciding how to use the materials?</p> |
| <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 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) 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>                       | 1.2.6 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.  |
|   | 2.1.2 Provides physical and emotional security (creates a warm, safe, and nurturing environment).  |
|   | 2.1.4 Speaks to children using neutral to positive statements and avoids negative, demeaning, or critical comments.  |
|   | 2.1.7. Provides frequent descriptive praise to reinforce positive behavior, efforts, interests, and accomplishments.   |
|   | 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>     | CQI. Uses specific praise, encouragement, or positive feedback that provides children explicit information regarding what they are doing well; includes praising children’s actions, ideas, cooperation with peers, following directions. [2.1.7] [2.1.14] [2.1.7]    |
|                                 | CQI. Engages children in conversations that involve child and teacher taking multiple turns about a conversational topic. [2.1.8]   |
|                                 | PreK CQI: Expresses warmth and affection through positive nonverbal behaviors such as getting down to child’s eye level, smiling, cuddling, using reassuring touch, gentle tone of voice, and pacing that matches the child’s energy level. [2.1.11] [2.1.11] [2.4.2] |
|                                 | CQI. Models respect for diversity including culture, ethnicity, special needs, and language. [2.1.21] [2.1.10]  |
|                                 | PreK CQI: Responds promptly and sensitively (warmly and with genuine concern/understanding) to children’s verbal and nonverbal signals, values, feelings, interests, and needs. [2.4.2]   |
|                                 | PreK 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.  |
|                                 | PreK CQI: Uses verbal or nonverbal behaviors to engage children with weaker speaking or social skills or students who are more shy/withdrawn [4.1.1]  |
|                                 | PreK CQI: Expresses warmth and affection through positive nonverbal behaviors such as getting down to child’s eye level, smiling, cuddling, using reassuring touch, having a gentle tone of voice, and pacing that matches the child’s energy level. [2.4.2]          |
|                                 | PreK CQI: Is consistent and predictable in responsive behaviors, following through with commitments to children, and being consistent in classroom management and setting limits on behavior. [2.4.2]   |
|                                 | PreK CQI: Attempts to elicit language from all children, not just those who volunteer or those with stronger speaking skills (e.g., some tools like equity sticks, name tags, or calling on/directing comments to less engaged children). [4.1.1]                     |
|                                 | PreK CQI: Uses specific praise, encouragement, or positive feedback that provides children explicit information regarding what they are doing well; includes praising children's actions, ideas, cooperation with peers, following directions, etc. [2.1.7] [2.1.14]  |
|                                 | PreK CQI: Uses verbal or nonverbal behaviors to engage children with weaker speaking or social skills or students who are more shy/withdrawn (e.g., equity sticks, name tags, calling on/directing comments to less engaged children).                                |
|                                 | PreK CQI: Attempts to elicit language from all children, not just those who volunteer or those with stronger speaking skills (e.g., some tools like equity sticks, name tags, or calling on/directing comments to less engaged children).                             |
|                                 | PreK CQI: 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</b> |  |
|---------------------------------|--|
| <b>CQI COMPETENCY AREAS</b>     | PreK CQI: Models problem solving by talking while thinking through a problem, considering options, and reflecting on an outcome. [1.5.11]  |
|                                 | CQI. Responds promptly and sensitively (warmly and with genuine concern/understanding to children's verbal and nonverbal signals, values, feelings, interests, and needs. [2.1.15]   |
|                                 | PreK CQI: Models problem-solving by talking while thinking through a problem, considering options, and reflecting on an outcome. [2.3.12]  |
|                                 | PreK CQI: Models respect for diversity including culture, ethnicity, special needs, and language [2.1.21]  |
|                                 | PreK CQI: Plans activities to support children’s understanding of emotions through songs, book readings, pretend play, or other teacher-initiated activities. [4.1.15]   |
|                                 | PreK 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. [4.1.16] |
|                                 | PreK CQI: Plans literacy/language instruction based upon individual assessment/checklists. [1.2.6] {4.1.18}  |
|                                 | PreK CQI: Plans math instruction based upon individual assessment/checklists. [1.2.6] [4.1.18]   |
|                                 | PreK CQI: Lesson plans show strong connections between instructional standards and theme/unit-related activities. {4.1.21]   |
|                                 | PreK CQI: Engages in two-way conversation by pausing, making eye contact, asking questions, and allowing children to both initiate and respond to conversational topics. [4.2.4]   |



# CDA TOPIC 9: SOCIAL

|                            |  |
|----------------------------|--|
| <b>ECIR<br/>CLE</b>        | <b>PREK PROFESSIONAL DEVELOPMENT</b>   |
|                            | eCIRCLE Social and Emotional Learning  |
| <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: <i>solitary play, onlooker play, parallel play and cooperative play.</i>  |
|                            | 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<br/>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>   |
|                            | 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.<br><br>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? |



|                           |  |
|---------------------------|--|
| <b>CONTENT REFLECTION</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?  |
| <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="#">Supporting Children's Social and Emotional Development Remotely</a>  |
|                           | <a href="#">2022 Texas PKG Domain 1: Social and Emotional Development (Self-Instructional)</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).                                   |



| <b>TEXAS CORE COMPETENCIES - PRACTITIONER (cont.)</b> |   |
|---|---|
| <b>COMPETENCY AREAS</b>                               | 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.  |
|   | 4.1.19 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>                           | CQI. Uses specific praise, encouragement, or positive feedback that provides children explicit information regarding what they are doing well; includes praising children's actions, ideas, cooperation with peers, following directions. [2.1.7] [2.1.14]                        |
|   | CQI. Engages children in conversations that involve child and teacher taking multiple turns about a conversational topic. [2.1.8]   |
|   | PreK CQI: Expresses warmth and affection through positive nonverbal behaviors such as getting down to child's eye level, smiling, cuddling, using reassuring touch, gentle tone of voice, and pacing that matches the child's energy level. [2.1.11]                              |
|   | CQI. Models respect for diversity including culture, ethnicity, special needs, and language. [2.1.21]   |
|   | CQI. Is consistent and predictable in responsive behaviors, following through with commitments to children, and being consistent in classroom management and setting limits on behavior. [2.2.3]  |





| <b>CQI TEACHER COMPETENCIES (cont.)</b> |   |
|---|---|
| <b>CQI COMPETENCY AREAS</b>             | 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]  |
|   | PreK CQI: Respectfully and calmly gives reminders, redirection or logical/natural consequences should a child break a rule or misbehave.  |
|   | PreK CQI: Draws attention to the expectations in the classroom through non-verbal/verbal cues or reminders of established rules and expectations. [2.2.7]   |
|   | PreK CQI: Uses intentional and efficient methods for transitioning from one activity to the next. [2.2.8]   |
|   | PreK 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. [2.2.10] [2.2.12] [2.2.16]   |
|   | PreK CQI: Supports turn-taking by modeling, explaining why and how to take turns, prompting, and specifically praising taking turns. [2.2.10]   |
|   | PreK CQI: Offers a positive behavior to replace a child’s negative or undesired behavior; tells and/or models what children should do instead. [2.2.10]   |
|   | PreK 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] [2.2.21]   |
|   | PreK CQI: Allows children to make choices about center activities. [2.2.11] [2.2.21]  |
|   | PreK CQI: Labels children’s feelings/emotions and talk about feelings and/or emotions. [2.2.12] [4.1.8]   |
|   | PreK CQI: Makes connections between children’s or storybook characters’ emotions, actions, and events. [2.2.12] [4.1.9]   |
|   | PreK CQI: Provides guidance that encourages children to regulate their own behavior or solve their own problems [2.2.13] [2.2.17]   |
|   | CQI. Responds promptly and sensitively (warmly and with genuine concern/understanding) to children’s verbal and nonverbal signals, values, feelings, interests, and needs. Provides comfort to children in distress by responding quickly and calmly. Helps children resolve conflicts with peers by using words and regulating behavior (e.g., “We use words, not our hands when a friend has a marker that you want.”). [4.1.7] |
|   | Helps children to resolve conflicts with peers by using words and regulating behavior (e.g., “We use words, not our hands when a friend has a marker that you want.”). [4.1.7]"   |
|   | CQI. Provides comfort to children in distress by responding quickly and calmly [4.1.7]  |
|   | CQI. Helps children resolve conflicts with peers by using words and regulating behavior (e.g., “We use words, not our hands when a friend has a marker that you want.”) [4.1.7]   |

| <b>CQI TEACHER COMPETENCIES (cont.)</b> |   |
|---|---|
| <b>CQI COMPETENCY AREAS</b>             | PreK CQI: Plans activities to support children's understanding of emotions through songs, book readings, pretend play, or other teacher-initiated activities. [4.1.9]   |
|   | CQI. Models prosocial behaviors throughout the day. [4.1.12]  |
|   | PreK 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."). [4.1.9]  |
|   | PreK CQI: Makes connections between children's or storybook emotions, actions, and events. [4.1.9]  |
|   | PreK CQI: Plans activities to support children's understanding of emotions through songs, book readings, pretend play, or other teacher-initiated activities. [4.1.9]   |
|   | Uses specific praise, encouragement, or positive feedback that provides children explicit information regarding what they are doing well; includes praising children's actions, ideas, cooperation with peers, and following directions.              |
|   | Provides guidance that encourages children to regulate their own behavior or solve their own problems (avoid overly directive strategies, "Say you are sorry." Instead, teach conflict resolution, model, have children practice words to use, etc.). |
|   | 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.")   |
|   | CQI. Helps children resolve conflicts with peers by using words and regulating behavior. [4.1.9]  |
|   | CQI. Supports turn-taking by modeling, explaining why and how to take turns, prompting, and specifically praising taking turns. [4.1.14]  |
|   | PreK 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. [4.1.9]  |
|   | PreK 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 or dances. [4.1.9]  |
|   | 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]   |
|   | 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]  |
|   | 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. [4.1.9]                                 |
|   | PreK CQI: Models respect for diversity including culture, ethnicity, special needs, and language. [4.6.1] [4.6.2]   |
|   | PreK CQI: Lesson plans show a connection between activities and instructional standards (e.g., align activities to national and/or state early learning guidelines). [4.1.21] [4.6.3] [4.6.5]   |
|   | PreK 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>  |
|                        | CIRCLE I-T Foundations: Cognitive Development   |
|                        | CIRCLE I-T CIRCLE Activity Collection PLC   |
| <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>  |
|                                     | <p>CS II: <b>Write 8-10 sentences</b> on your teaching practices that support children's physical and intellectual development. <b>Prompts:</b> What type of activities do you add to your lesson plan? Describe the activities you plan for the children when they go to the playground. Have you used any of the lessons from the CIRCLE Activity Collection?</p> <p>CS II b: <b>Write 8-10 sentences</b> - Select another of the nine learning experiences you chose for your Resource Collection (RC II). <b>Prompts:</b> How does this experience reflect your philosophy of how to support young children's cognitive development? How can you add cognitive value to the children's experiences in your classroom?</p> |
| <b>CONTENT REFLECTION QUESTIONS</b> | <b>CONTENT REFLECTION QUESTIONS FOR CALL WITH APPRENTICE</b>  |
|                                     | Describe how you set the stage for positive behavior in your classroom setting.   |
|                                     | What are some strategies you use to promote positive guidance in your classroom setting?  |
|                                     | Why is it important to address challenging behaviors during the early childhood years?  |
|                                     | Why is time-in a more effective way for children to deal with their strong feelings?  |
| <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>  |



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|                         | <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>TEXAS CORE COMPETENCIES - PRACTITIONER</b>   |
| <b>COMPETENCY AREAS</b> | 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.   |
|                         | 2.1.7. Provides frequent descriptive praise to reinforce positive behavior, efforts, interests, and accomplishments.  |
|                         | 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).  |
|                         | 2.2.3 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.  |
|                         | 2.2.8 Encourages self-regulation by consistently implementing program rules and routines.   |
|                         | 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.   |
|                         | 2.4.2 Listens attentively to children’s communications (language, vocalizations, and non-verbal cues) and responds promptly (does not ignore children’s vocalizations, questions, and comments.)  |



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|                             | 2.1.21 Uses intentional strategies and activities to teach tolerance and acceptance of individual differences.  |
|                             | 3.1.4 Consistently uses signals to alert and prepare children for transitions (fingerplays, songs, chants, changes in lighting).  |
|                             | 4.1.2 Engages in thinking aloud and in conversations to support the development of self-concept skills (likes/dislikes, feelings, one’s own body and thoughts.)   |
|                             | 4.1.3 Engages children in books, songs, games, and activities about self-awareness (provides children with a variety of 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.          |
|                             | 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).     |
|                             | 4.1.12 Models and encourages pro-social behaviors (caring, sharing, concern for others, helping others).  |
|                             | <b>CQI TEACHER COMPETENCIES</b>   |
| <b>CQI COMPETENCY AREAS</b> | PreK CQI: Is consistent and predictable in responsive behaviors, following through with commitments to children, and being consistent in classroom management and setting limits on behavior. [2.1.2]   |
|                             | PreK CQI: Responds promptly and sensitively (warmly and with genuine concern/understanding) to children’s verbal and nonverbal signals, values, feelings, interests, and needs [2.1.2] [4.1.7]  |
|                             | PreK CQI: Expresses warmth and affection through positive nonverbal behaviors such as getting down to 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] |
|                             | PreK 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. [2.1.3]                          |
|                             | CQI. Uses specific praise, encouragement or positive feedback that provides children explicit information regarding what they are doing well. [2.1.7]   |
|                             | PreK CQI: Models respect for diversity including culture, ethnicity, special needs, and language [2.1.10]   |
|                             | PreK CQI: Respectfully and calmly gives reminders, redirection or logical/natural consequences should a child break a rule or misbehave. [2.2.6]  |



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| PreK CQI: Draws attention to the expectations in the classroom through non-verbal/verbal cues or reminders of established rules and expectations. [2.2.7]   |
| PreK CQI: Respectfully and calmly gives reminders, redirection or logical/natural consequences should a child break a rule or misbehave. [2.2.6]  |
| PreK CQI: Helps children to resolve conflicts with peers by using words and regulating behavior (e.g., "We use words, not our hands, when a friend has a marker that you want.").   |
| PreK CQI: Provides comfort to children in distress by responding quickly and calmly to provide physical comfort, or simply using gentle, soothing words. [2.2.3]  |
| PreK CQI: Uses intentional and efficient methods for transitioning from one activity to the next [2.2.8]  |
| PreK 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. [2.2.10] |
| PreK CQI: Models prosocial behaviors throughout the day, including using polite manners, offering comfort, modeling turn-taking and sharing.  |
| PreK CQI: Models prosocial behaviors throughout the day, including using polite manners, offering comfort, modeling turn-taking and sharing. [2.2.10]   |
| PreK CQI: Supports turn-taking by modeling, explaining why and how to take turns, prompting, and specifically praising taking turns. [2.2.10]   |
| PreK CQI: Offers a positive behavior to replace a child's negative or undesired behavior; tells and/or models what children should do instead. [2.2.10]   |
| PreK 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]  |
| PreK CQI: Allows children to make choices about center activities [2.2.11]  |
| PreK CQI: Labels children's feelings/emotions and talk about feelings and/or emotions. [2.2.12]   |
| PreK 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. [2.2.12] |
| PreK CQI: Makes connections between children's or storybook characters' emotions, actions, and events. [2.2.12]   |
| PreK CQI: Provides guidance that encourages children to regulate their own behavior or solve their own problems. [2.2.12]   |
| PreK CQI: Models respect for diversity including culture, ethnicity, special needs, and language. [2.1.21]  |
| PreK CQI: Uses intentional and efficient methods for transitioning from one activity to the next. [3.1.4]   |



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| PreK CQI: Follows a consistent daily schedule and routines (may be shown by including signals for transition routines, references to visual daily schedule, talks about schedule, talks about change in daily routine when needed). [3.1.4]   |
| PreK CQI: Explains what comes next using simple reminders, especially before and during transitions. [3.1.4]  |
| PreK CQI: Explains what comes next using simple reminders, especially before and during transitions. [3.1.8]  |
| I-T CQI: Models and explains the activity before encouraging children to participate. [3.1.8]   |
| PreK CQI: Plans activities to support children's understanding of emotions through songs, book readings, pretend play or other teacher-initiated activities. [4.1.3]  |
| PreK CQI: Draws attention to the expectations in the classroom through non-verbal/verbal cues or reminders of established rules and expectations. Note: Later in the school year, there may be less need for explicit discussion of rules because children appear to move through the day smoothly without conflicts. |
| Infant-toddler: offers physical and verbal cues for self-control. [4.1.4] [4.1.6]   |
| PreK CQI: Offers choices between two or three things to allow children to practice independence and build self-confidence. Excludes choices offered to redirect behavior. [4.1.5]   |
| PreK CQI: Offers verbal and physical cues for self-control such as gestures, songs or rhymes that remind children to use specific behaviors, modeling how to ask for help, or offering alternative behavior choices. [4.1.6]  |
| PreK CQI: Responds promptly and sensitively (warmly and with genuine concern/understanding) to children's verbal and nonverbal signals, values, feelings, interests, and needs. [4.1.7]   |
| PreK CQI: Helps children resolve conflicts with peers by using words and regulating behavior (e.g., "We use words, not our hands, when a friend has a marker that you want."). [4.1.7]  |
| PreK CQI: Helps children resolve conflicts with peers by using words and regulating behavior (e.g., "We use words, not our hands, when a friend has a marker that you want."). [4.1.8]  |
| CQI: Models prosocial behaviors throughout the day, including using polite manners, offering comfort, modeling turn-taking and sharing. [4.1.12]  |





# CDA TOPIC 11: FAMILIES

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| <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>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>    |  |



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| <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 (resources to share with families)</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="#">Partnering with Families Webinar</a>  |
|                                     | <a href="#">Partnering with Families and Promoting Positive Communication</a>   |



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| <b>CLI ENGAGE</b>           | <b>CLI ENGAGE RESOURCES<br/>(CAC, CURRICULUM, AND OTHERS)</b>   |
|                             | <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="#">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>COMPETENCY AREAS</b>     | <b>TEXAS CORE COMPETENCIES - PRACTITIONER</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 COMPETENCY AREAS</b> | <b>CQI TEACHER COMPETENCIES</b>   |
|                             | PreK CQI: Communicates regularly with children’s families [1.1.20] [2.3.8] [5.1.8] [7.1.3] [7.2.2]  |
|                             | PreK 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] [6.1.3] |



# CDA TOPIC 12: PROGRAM MANAGEMENT

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| <b>PD</b>              | <b>TSR COMP PROFESSIONAL DEVELOPMENT</b>  |
|                        | <a href="#">CIRCLE CDA Program Management (Self-Instructional)</a>  |
| <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.  |
|                        | *Educators should establish good relationships with colleagues, coworkers, volunteers, and supervisors.   |
|                        | * Educators should create a binder for Substitute Early Childhood Educators to make their time in the classroom effective.  |
| <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>   |



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| <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><br>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 currently use child assessment information in your classroom?  |
|  | What is your process for conducting observations in your classroom?   |
|  | What can you learn about the children from observations? How can you use observational data for planning lessons?   |
|  | What resources do you use when creating lessons integrates knowledge of developmental theory, state early learning guidelines, curriculum, positive guidance, and learning strategies to plan effectively.  |
|  | How does a "long-term study" work for lesson planning?  |
| <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>TEXAS CORE COMPETENCIES - PRACTITIONER</b> |  |
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| <b>COMPETENCY AREAS</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.  |
|   | 1.1.12 Plans appropriate classroom experiences and curriculum across each of the developmental domains.  |
|   | 1.1.14 Sets goals for individual children according to their level of development.   |
|   | 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.               |
|   | 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>                   | PreK CQI: Lesson plans show strong connection between instructional standards and theme/unit-related activities. [1.1.12]  |
|   | PreK CQI: Evidence of small-group lesson plans. [1.1.14]   |
|   | PreK CQI: Recent, dated documentation of children's developmental progress across important literacy/language areas through the use of direct assessments/cognitive checklists/portfolios. [1.1.14] [1.2.6] [4.3.9]                        |
|   | PreK CQI: Recent, dated documentation of children's developmental progress across important math skills through the use of direct assessments/cognitive checklists [1.1.14] [1.2.6] [4.3.9]  |
|   | PreK CQI: Models how to play/use and care of center materials during center time. [2.3.7]  |
|   | PreK CQI: Plans literacy/language instruction based upon individual assessments/checklists. [3.1.15] [4.3.9]   |



| <b>CQI COMPETENCY<br/>AREAS</b> | <b>CQI TEACHER COMPETENCIES (cont.)</b>  |
|---------------------------------|--|
|                                 | PreK CQI: Labels children’s feelings and talks about feelings (e.g., define feelings, explain causes of feelings, discuss appropriate behaviors for various feelings). [4.1.8] |
|                                 | PreK CQI: Uses data from assessments/developmental milestones checklists to choose activities for lesson plans. [ 4.2.12] [4.4.7] [4.5.7]                                      |
|                                 | PreK CQI: Plans math instruction based upon individual assessment/checklists [3.1.15] [4.3.9]  |



# CDA TOPIC 13: PROFESSIONALISM

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| <b>PD</b>              | <b>TSR COMP PROFESSIONAL DEVELOPMENT</b>  |
|                        | <a href="#">CIRCLE CDA Professionalism (SI)</a>   |
| <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 533-559  |
|                        | 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>  |
|                        | 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.                                    |





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| <b>CONTENT REFLECTION QUESTIONS</b> | <b>CONTENT REFLECTION QUESTIONS FOR CALL WITH APPRENTICE</b>  |
|                                     | How do you ensure that you are being intentional with your teaching?  |
|                                     | Describe some ways that you have been intentional in selecting your activities.   |
|                                     | What are some questions that you can ask yourself to help you reflect on your teaching? The children's needs? And your own learning?    |
|                                     | What resources or supports could you use to assist with making difficult ethical decisions?   |
|                                     | How do you communicate to your parents, colleagues, and/or community about your teaching practices and standards within your classroom? |
|                                     | What opportunities do you seek out to improve your professional development?  |
| <b>CIRCLE CDA</b>                   | <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>COMPETENCY AREAS</b>             | <b>TEXAS CORE COMPETENCIES - PRACTITIONER</b>   |
|                                     | No direct correlations with the Pre-K Continuous Quality Improvement items.   |
| <b>CQI COMPETENCY AREAS</b>         | <b>CQI TEACHER COMPETENCIES</b>   |
|                                     | No direct correlations with the Pre-K Continuous Quality Improvement items.   |