



CIRCLE CDA Training Program is a part of the Children's Learning Institute

CIRCLE

CDA TRAINING PROGRAM

Competency Goal Guide

Preschool Endorsement





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Texas School Ready!

Texas School Ready Project

Children's Learning Institute at UTHealth

7000 Fannin | UCT 1900 | Houston, TX 77030

childrenslearninginstitute.org | texasschoolready.org | cliengage.org

GENERAL INFORMATION

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

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

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

CDA Subject Areas

Teachers participating in the CIRCLE CDA Training Program will have the opportunity to complete 120 hours of required professional development through a series of online courses in the CDA Subject Areas:

- Planning a safe and healthy learning environment
- Advancing children’s physical and intellectual development
- Supporting children’s social and emotional development
- Building productive relationships with families
- Managing an effective program operation
- Maintaining a commitment to professionalism
- Observing and recording children’s behavior
- Understanding principles of child development and learning

Participation

All CLI Engage users have access to the CIRCLE CDA Training Program for free. However, teachers who choose to participate will need the following items:

- A computer or tablet to access the online courses on CLI Engage
- An active CLI Engage account
- Purchase “An Essentials for Working with Young Children” textbook, the “Essentials Workbook,” and the “Preschool CDA Competency Standards” book from the Council for Professional Recognition
- Pay a non-refundable/non-transferable application fee of \$425 to the Council for Professional Recognition when ready to apply

CIRCLE CDA Competency Goals Guide

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

The six competency goals are covered across many courses including the eCIRCLE courses and new CIRCLE CDA courses, all developed by the Children’s Learning Institute and housed on CLI Engage. The purpose of this resource is to “put it all together” for the CDA Candidate so they can understand the relationships between their online training, assignments to demonstrate competence, and resource collection items. Together, these materials will prepare participants to apply for their CDA.

This guide will include the following:

- Competency Goals and key topics for each CDA subject area
- Maps the eCIRCLE and new CIRCLE CDA courses to the functional areas
- An Essentials for Working with Young Children Textbook Reading
- An Essentials Workbook questions
- Resource Collection Items
- Putting it all together
 - o CDA Functional Area Statement (big picture what they should be able to demonstrate)
 - o Competency statement prompts
 - o Quiz questions

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

Goal I	To establish and maintain a safe, healthy learning environment		
Subject Area	Planning a safe and healthy learning environment		
CDA Functional Areas	Safe	Courses	CIRCLE CDA Safety
	Healthy		CIRCLE CDA Health
	Learning Environments		eCIRCLE Classroom Management

Essentials Textbook Reading

- Introduction pgs. 1 – 6
- Chapter 1 – Safe pgs. 7 – 37
- Chapter 2 – Healthy pgs. 38 – 74
- Chapter 3 – Learning Environment pgs. 75 – 109

Essentials Workbook Questions

- Introduction pgs. 2 – 6
- Safe pgs. 7 – 15
- Healthy pgs. 17 – 28
- Learning Environments pgs. 30 – 40

Resource Collection Items

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

Putting It All Together: CDA Functional Area Statement

What are you able to demonstrate?

CDA Functional Area 1 – Safe:

Candidate provides a safe environment and teaches children safe practices to prevent and reduce injuries.

CDA Functional Area 2 – Healthy:

Candidate provides an environment that promotes health and prevents illness, and teaches children about good nutrition and practices that promote wellness.

CDA Functional Area 3 – Learning Environment:

Candidate organizes and uses relationships, the physical space, materials, daily schedule, and routines to create a secure, interesting, and enjoyable environment that promotes engagement, play, exploration, and learning of all children including children with special needs.

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

CS1a – Reflect on the sample menu in the Resource Collection (RCI-2).

If you designed the menu, how does it reflect your commitment to children’s nutritional needs? If you did not design it, what are its strengths and/or what would you change?

CS1b – Reflect on the room arrangement in which your Verification Visit Observation will occur.

How does the room design reflect the way you believe young children learn best? If the room was not designed by you, what do you see as its strengths and/or what would you change?

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

How does this reflect your philosophy of what young children need on a weekly basis? If the plan was not designed by you, what do you see as its strengths and/or what would you change?

Sample Quiz Questions

Safe pg. 16

Healthy pg. 29

Learning Environment pg. 41

Goal II: To advance physical and intellectual competence

Goal II		To advance physical and intellectual competence	
Subject Area		Advancing children's physical and intellectual development	
CDA Functional Areas	Physical	Courses	CIRCLE CDA Physical
	Cognitive		eCIRCLE Math eCIRCLE Science
	Communication		eCIRCLE Letter Knowledge eCIRCLE Read Aloud eCIRCLE Vocabulary eCIRCLE Phonological Awareness eCIRCLE Written Expression eCIRCLE Setting the Stage eCIRCLE ELL
	Creative		CIRCLE CDA Creative

Essentials Textbook Reading

- Chapter 4 – Physical pgs. 113-133
- Chapter 5 – Cognitive pgs. 135-160
- Chapter 6 – Communication pgs. 161-196
- Chapter 7 – Creative pgs. 198-212

Essentials Workbook Questions

- Physical pgs. 42 – 49
- Cognitive pgs. 51 – 59
- Communication pgs. 61 – 72
- Creative pgs. 74 – 83

Resource Collection Items

RCII Nine Learning Experiences (indicate age, goals, materials, processes, teaching strategies, why DAP)

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

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

Putting It All Together: CDA Functional Area Statement

What are you able to demonstrate?

CDA Functional Area 4 – Physical:

Candidate uses a variety of developmentally appropriate equipment learning experiences and teaching strategies to promote the physical development (fine motor and gross motor) of all children.

CDA Functional Area 5 – Cognitive:

Candidate uses a variety of developmentally appropriate learning experiences and teaching strategies to promote curiosity, reasoning, and problem solving and to lay the foundation for all later learning. Candidate implements curriculum that promotes children’s learning of important mathematics, science, technology, social studies and other content goals.

CDA Functional Area 6 – Communication:

Candidate uses a variety of developmentally appropriate learning experience and teaching strategies to promote children’s language and early literacy learning, and help them communicate their thoughts and feelings verbally and nonverbally. Candidate helps dual-language learners make progress in understanding and speaking both English and their home language.

CDA Functional Area 7 – Creative:

Candidate uses a variety of developmentally appropriate learning experiences and teaching strategies for children to explore music, movement, and the visual arts, and to develop and express their individual creative abilities.

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

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

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

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

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

Sample Quiz Questions

- Physical pg. 50
- Cognitive pg. 60
- Communication pg. 73
- Creative pg. 84

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

Goal III		<i>To support social and emotional development and to provide positive guidance</i>	
Subject Area		Supporting children’s social and emotional development	
CDA Functional Areas	Self	Courses	eCIRCLE Social and Emotional eCIRCLE Special Needs
	Social		
	Guidance		eCIRCLE Special Needs CIRCLE CDA Guidance

Essentials Textbook Reading

- Chapter 8 – Self pgs. 217 – 237
- Chapter 9 – Social pgs. 238 – 252
- Chapter 10 – Guidance pgs. 253 – 272

Essentials Workbook Questions

- Self pgs. 85 – 93
- Social pgs. 95 – 103
- Guidance pgs. 105 – 115

Resource Collection Items

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

Subjects you might consider addressing include:

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

Putting It All Together: CDA Functional Area Statement

What are you able to demonstrate?

CDA Functional Area 8 – Self:

Candidate develops a warm, positive, supportive, and responsive relationship with each child, and helps each child learn about and take pride in his or her individual and cultural identity.

CDA Functional Area 9 – Social:

Candidate helps each child function effectively in the group, learn to express feelings, acquire social skills, and make friends, and promotes mutual respect among children and adults.

CDA Functional Area 10 – Guidance:

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

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

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

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

Sample Quiz Questions

Self pg. 94

Social pg. 104

Guidance pg. 116

Goal IV: To establish positive and productive relationships with families

Goal IV	To establish positive and productive relationships with families		
Subject Area	To build productive relationships with families		
CDA Functional Area	Families	Course	CIRCLE CDA Families

Essentials Textbook Reading:

Chapter 11 – Families pgs. 274 – 302

Essentials Workbook Questions:

Families pgs. 117 – 125

Resource Collection Items:

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

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

RC IV-3 – The name, contact information and brief descriptions of at least two agencies, in the community that provide resources and services for children with disabilities (in most communities, the local school district provides these services).

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

Putting It All Together: CDA Functional Area Statement

What are you able to demonstrate?

CDA Functional Area 11 – Families:

Candidate establishes a positive, responsive, and cooperative relationship with each child’s family, engages in two-way communication with families, encourages their involvement in the program, and supports the child’s relationship with his or her family.

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

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

Then prepare at least one paragraph on each of the following:

CS IV a – How do you ensure that families are kept aware of what’s happening in their child’s daily/weekly life in your program?

CS IV b – How do you ensure that you are aware of what’s happening in each child’s home life? How does that awareness direct your teaching practices?

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

Sample Quiz Questions:

Families p. 126

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

Goal V	<i>To ensure a well-run purposeful program that is responsive to participants needs</i>		
Subject Area	Managing an effective program Observing and recording children’s behavior Understanding principles of child development		
CDA Functional Area	Program Management	Courses	eCIRCLE Setting the Stage eCIRCLE Prekindergarten Response to Intervention CIRCLE CDA Program Management

Essentials Textbook Reading

Chapter 12 pgs. 303

Essentials Workbook Questions

Program Management pgs. 127 – 136

Resource Collection Items

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

Putting It All Together: CDA Functional Area Statement

What are you able to demonstrate?

CDA Functional Area 12 – Program Management:

Candidate is a manager who uses observation, documentation, and planning to support children’s development and learning and to ensure effective operation of the classroom or group. The Candidate is a competent organizer, planner, record keeper, communicator, and a cooperative co-worker.

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

CS V – Then write at least one paragraph that describes how you used the observation tool/form you included in the Resource Collection (RC V). Why are observation and documentation important parts of program management? How do you ensure that you are accurately/objectively observing and tracking each child’s developmental and learning progress?

Sample Quiz Questions

Program Management pg. 137

Goal VI: To maintain a commitment to professionalism

Goal VI	To maintain a commitment to professionalism		
Subject Area	Maintaining a commitment to professionalism		
CDA Functional Area	Professionalism	Course	CIRCLE CDA Professionalism

Essentials Textbook Reading

Chapter 13 Professionalism pgs. 325 – 345

Essentials Workbook Questions

Professionalism pgs. 138 – 145

Resource Collection Items

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

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

RC VI-3 – Summaries of the legal requirements in your state regarding child abuse and neglect (including contact information for the appropriate agency in your state) and Mandatory Reporting Guidelines.

Putting It All Together: CDA Functional Area Statement

What are you able to demonstrate?

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

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

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

Then:

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

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

Sample Quiz Questions:

Professionalism pg. 146