Summary of My CDA Education

Include the following material in the CDA Portfolio behind this Tab; label each document.

Check each box when done to track completion.

- ❒ "Summary of My CDA Education" .....page 135*
- ❒ Documentation for 120 hours of professional training, must include 10 hours for each of the following Subject Areas.
    - ❒ Planning a safe, 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
    - ❒ Maintaining a commitment to professionalism
    - ❒ Observing and recording children's behavior
    - ❒ Understanding principles of child development and learning
- ❒ Optional: CDA Professional Development Planner (course Handout)
- ❒ Optional: CDA Professional Development Calendar (course Handout)

* The Child Development Associate® National Credentialing Program and CDA Competency Standards books are required in the credentialing process and can be ordered online at https://yourcouncil.org/cfprssa/ecssashop.show_home_category?

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Family Questionnaires

Include the following material in your CDA Portfolio behind this Tab.

Check each box when done to track completion.

- ❒ Family Questionnaires Cover Sheet
  - ❒ English Questionnaire 2-sided
  - ❒ Spanish Questionnaire 2-sided
- ❒ All completed and returned Family Questionnaires
- ❒ Family Questionnaire Summary (TO BE USED FOR COMPETENCY IV) .....page 141*
- ❒ Transfer your summarized information onto the CDA Verification Visit Reflective Dialogue Worksheet in your book .....pages 143-144*

The "Family Questionnaires" are available in English and Spanish in the CDA Competency Book and can also be downloaded from the *Council for Professional Recognition* website (https://www.cdacouncil.org)

* The Child Development Associate® National Credentialing Program and CDA Competency Standards books are required in the credentialing process and can be ordered online at https://yourcouncil.org/cfprssa/ecssashop.show_home_category?

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Competency I: Establish and maintain a safe, healthy learning environment.

- ❒ Include the following material in the CDA Portfolio behind this Tab.
- ❒ Label each document (RC I-1 to RC I-3).
- ❒ Check each box when done to track completion.

Resource Collections (RC)

- ❒ **RC I-1** Current certificates of completion, or cards, for:
  - First aid training
  - Infant/child (pediatric) CPR training offered by a nationally recognized training organization (i.e., American Red Cross/American Heart Association). Online training is not acceptable
- ❒ **RC I – 2** Copy of one weekly menu or infant feeding plan (if your program does not serve meals, you may substitute a sample menu from the internet)
- ❒ **RC I – 3** Sample Weekly plan that includes learning goals for children, brief description of learning experiences and accommodations for children with special needs

Reflective Competency Statement (CS)

- ❒ **CS I** In the first paragraph, describe how your teaching practices meet this standard. Prepare at least one paragraph on each of the following topics.
- ❒ **CS I – a** Reflect on the sample menu that you included. 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 and why?
- ❒ **CS I – b** Reflect on the room environment in which your CDA Verification™ Visit Observation will occur. How does the classroom design reflect the way you believe children learn best? If you did not design the room, what do you see as its strengths and/or what would you change?
- ❒ **CS I – c** Reflect on the weekly plan that you included. How does this plan reflect your philosophy of what young children need on a weekly basis? If you did not design the plan, what do you see as its strengths and/or what would you change?

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Competency II: Advance physical and intellectual competence.

- ❒ Include the following material in the CDA Portfolio behind this Tab.
- ❒ Label each document (RC II-1 to RC II-9).
- ❒ Check each box when done to track completion.

Resource Collections (RC)

Describe nine learning experiences (activities) in your own words for each of the following areas. For each area, indicate the age group, intended goals, materials, and teaching strategies. Describe how the activity is appropriate for the age group.

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

Reflective Competency Statement (CS)

- ❒ **CS II** In the first paragraph, describe how your teaching practices meet this standard. Prepare at least one paragraph on each of the following topics.
- ❒ **CS II-a** Pick one of the nine learning experiences and describe how the experience reflects your philosophy about how to support young children's *physical* development.
- ❒ **CS II-b** Pick one of the nine learning experiences and describe how the experience reflects your philosophy about how to support young children's *cognitive* development
- ❒ **CS II-c** Pick one of the nine learning experiences and describe how the experience reflects your philosophy about how to support young children's *creative* development.
- ❒ CS II-d Describe ways to promote the *communication/language* development among all children, including dual language learners.

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Competency III: Support social and emotional development and provide positive guidance.

- ❒ Include the following material in the CDA Portfolio behind this Tab.
- ❒ Label each document (RC III).
- ❒ Check each box when done to track completion.

Resource Collections (RC)

❒ **RC III** A bibliography that includes the titles, authors, publishers, copyright dates and short summary 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. There is a list of suggested subjects in your Competency Standards book (page 15).

Reflective Competency Statement (CS)

❒ **CS III** In the first paragraph, describe how your teaching practices meet this Standard. Prepare at least one paragraph on each of the following topics.

❒ **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?

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Competency IV: Establish positive and productive relationships with families.

- ❒ Include the following material in the CDA Portfolio behind this Tab.
- ❒ Label each document (RC IV-1 to RC IV-4).
- ❒ Check each box when done to track completion.

Resource Collections (RC)

A Family Resources Guide that you might choose to share with the families you serve. The Guide should include all of the helpful information you think they might need.

At a minimum, you must include the following required items:

- ❒ **RC IV – 1** The name and contact information (phone number, website, etc.) of a local agency that provides family counseling
- ❒ **RC IV – 2** The name and contact information (phone number, 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 how young children develop and learn. Include one current article for each website. Websites must contain articles that help families understand the development and learning of children of the age in your classroom. At least one article must relate to child guidance.

Reflective Competency Statement (CS)

- ❒ **CS IV** In the first paragraph, describe how your teaching practices meet this standard. Prepare at least one paragraph on each of the following topics.
- ❒ **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 from the *Family Questionnaires* that you collected. Explain how the responses surprised you, confirmed your own reflections about yourself and/or gave you a new goal for professional growth.

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Competency V: Ensure a well-run, purposeful program that is responsive to participant needs.

- ❒ Include the following material in the CDA Portfolio behind this Tab.
- ❒ Label each document (RC V-1 – RC V-4).
- ❒ Check each box when done to track completion.

Resource Collections (RC)

Three samples of record keeping forms you use/have used. Include:

- ❒ **RC V - 1** an accident report form,
- ❒ **RC V – 2** an emergency form,
- ❒ **RC V – 3** and a 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*).

Reflective Competency Statement (CS)

- ❒ **CS V** In the first paragraph, describe how your teaching practices meet this Standard. Prepare at least one paragraph on the following topic
- ❒ **CS V – a** Describe how you used the observation tool/form that you included. 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?

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Competency VI: Maintain a commitment to professionalism.

- ❒ Include the following material in the CDA Portfolio behind this Tab.
- ❒ Label each document (RC VI – 1 to RC VI - 3).
- ❒ Check each box when done to track completion.

Resource Collections (RC)

- ❒ **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**. (Note: These regulations are available at the website of the National Resource Center for Health and Safety in Child Care: http://nrckids.org/STATES/states.htm). Make a copy of the sections that describe the qualification requirements for personnel (teaches, 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.

Reflective Competency Statement (CS)

- ❒ **CS VI** In the first paragraph, describe how your teaching practices meet this standard. Prepare at least one paragraph on each of the following topics.
- ❒ **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.

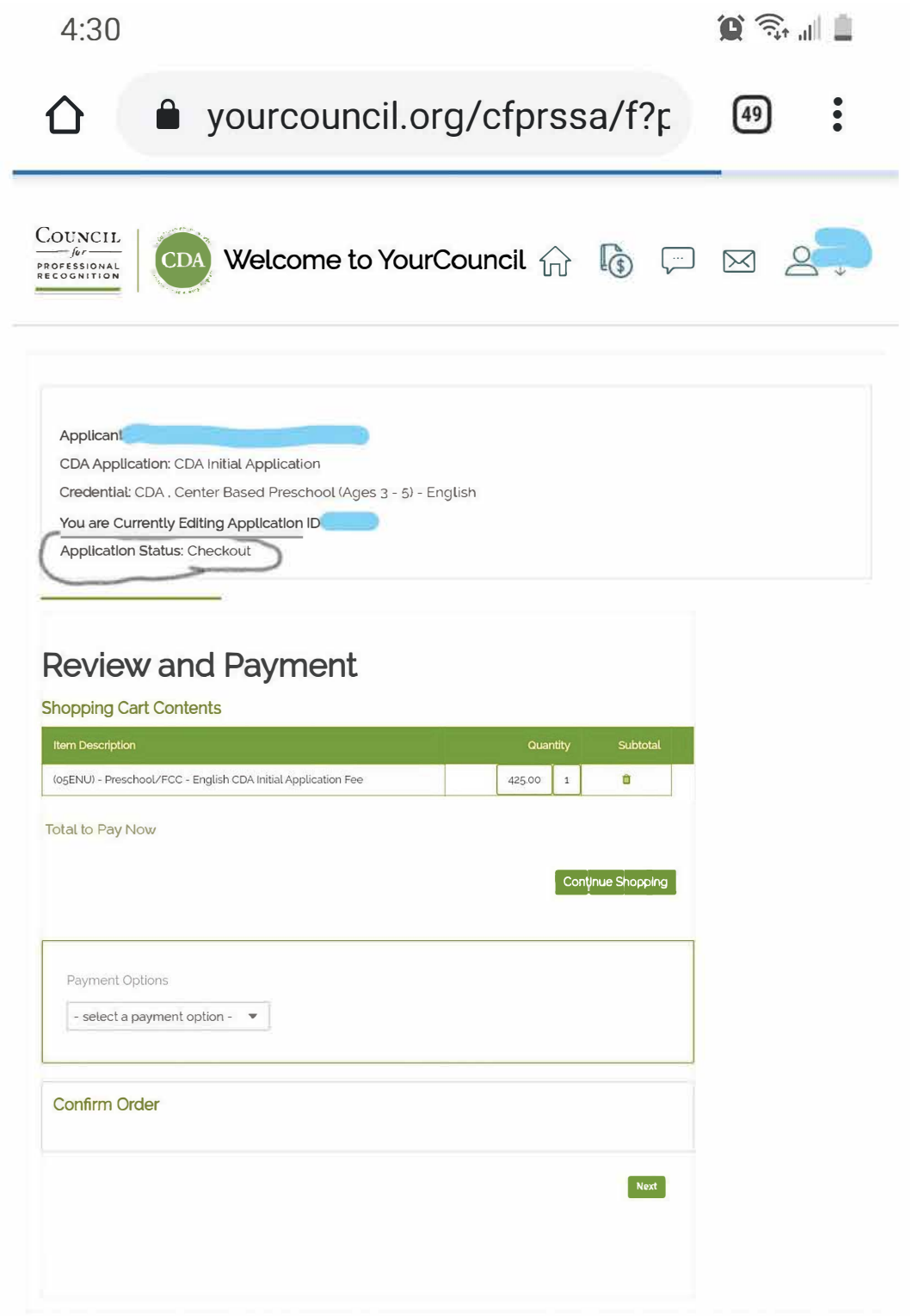
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Professional Philosophy Statement

Summarize your professional beliefs and values about early childhood education. How do you believe children learn and what is your role in their learning? What is your role in the lives of young children and their families? This statement should be no more than two pages in length.

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Sample of Acceptable Screenshot of "Checkout" screen For CDA Voucher Application



Child Development Associate® (CDA) Credentialing Decision Process Enhancement

The Council for Professional Recognition is modernizing the CDA® credentialing decision process. This enhancement to the credentialing process increases efficiency while maintaining the integrity and rigor that defines the CDA. **Here's what's new in the enhanced process:**

CDA® PROFESSIONAL PORTFOLIO UPLOAD

Candidates will now upload their *CDA® Professional Portfolio* to their application when applying for the CDA credential. This eliminates the need for paper portfolios and supports a more streamlined experience.

CDA® EXAM RESULTS GUIDE THE PROCESS

The candidate's performance on the CDA® exam will now guide the credentialing decision process, alongside the full set of CDA requirements: training, work experience, and the *CDA Professional Portfolio*.

Based on the candidate's CDA® exam results, they will complete one of three paths:

PATH 1: Streamlined Credentialing Decision

If a candidate demonstrates the qualifying level of competence on the exam, they may receive an expedited credentialing decision.

For this path, the Council will review the candidate's portfolio and provide a credentialing decision without requiring a CDA Verification Visit®.

PATH 2: CDA Verification Visit®

If the candidate does not receive a qualifying level of competence on the exam, they will complete a CDA Verification Visit®. In this path, the credentialing process remains largely the same, with one improvement: the CDA Professional Development (PD) Specialist™ can now access the candidate's digital professional portfolio in advance.

Following the CDA Verification Visit, the Council will review both the exam scores and the visit scores to render a credentialing decision.

PATH 3: Retake the CDA® Exam

If the candidate does not pass the exam, they will receive two additional exam attempts. The results of these additional exam attempts will determine whether the candidate becomes eligible for an expedited credentialing decision or will move forward with a CDA Verification Visit®. If a candidate is not successful after their final exam attempt, they will not receive the credential and may reapply after a six-month waiting period.

A COMMITMENT TO EQUITY, EFFICIENCY & EDUCATOR COMPETENCE

Every candidate must still meet the same nationally recognized eligibility criteria, including education, work experience, and demonstration of required competencies. The decision process remains evidence based. Every candidate will be evaluated on all available information to determine their competence.

The CDA Verification Visit® remains an integral part of the CDA® experience for many candidates. Ultimately, these enhancements strengthen the efficiency and equity of the credentialing process while maintaining the rigor, integrity, and credibility that has defined the CDA for over 50 years.

LEARN MORE: www.cdacouncil.org/cda-credentialing-decision-process-enhancement-statement/