# Master Course Outline
# With Sample Syllabus

# Child Development Associate (CDA) Credential Preparation

# ECED 180

**Course Description:**

This course is designed for early care and education providers who wish to obtain a Child Development (CDA) Credential. Students will study the national standards for evaluation and credentialing by the Council of Early Childhood Professional Recognition and become familiar with the Direct Assessment System. Students will examine and review the CDA Competencies and Functional Areas and their integration with early childhood theory and practice. A majority of this coursework will assist students in the development of their professional resource file and the completion of other necessary documentation and the final assessment process. Students will prepare to apply for the CDA Credential with one of the following endorsements: center-based preschool, center-based infant/toddler, family day care, or home visitor. This course emphasizes best practices that support diversity, equity, inclusion and belonging.

**Course Objectives: To provide students opportunities to develop knowledge, reflection, and understanding of:**

| Course Objective | Alignment with Standards |
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| 1. The 6 CDA Competency Goals and 13 Functional Areas outlined by the Council for Professional Recognition. | **OSEP:** All Priority Areas<br>**EI/ESCE:** All Standards<br>**NAEYC:** All Standards<br>**PS&C:** All Standards<br>**CKC's:** All domains, sub-domains, and categories |
| 2. The individual's prior experiences in the field of early care and education including their experience with children with disabilities, developmental delays, | **OSEP:** All Priority Areas<br>**EI/ESCE:** All Standards<br>**NAEYC:** All Standards<br>**PS&C:** All Standards<br>**CKC's:** All domains, sub-domains, and categories |

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| | language and/or cultural differences. | |
| 3. | The NAEYC Code of Ethical Conduct | **EI/ESCE:** Standard 7: 7.4<br>**NAEYC:** Standard 6:6b<br>**PS&C:** Standard 6: 6b<br>**CKC's:** Domain 7: 7.A.3 |
| 4. | Early Childhood theories | **OSEP:** Intervention and Instruction; Working with Children and Families from Diverse Backgrounds; Engaging and Communicating with Families; Literacy and STEM; and Supporting Social and Emotional Development<br>**EI/ESCE:** Standard 1: 1.1 and Standard 2: 2.1<br>**NAEYC:** All of Standard , All of Standard 4, Standard 5: 5b,<br>**PS&C**: All of Standard 1, All of Standard 4, Standard 5, 5b<br>**CKC's:** Domain 1: 1.A.1, 2: 2.B.1, 2.B.2 and 2.B.3; Domain 3: 3.A.2 and 3.B.1; Domain 5: 5.A.1 |
| 5. | Safe, healthy, inclusive learning environments | **OSEP:** Intervention and Instruction, and Literacy and STEM<br>**EI/ESCE:** Standard 1: 1.3, and 1.4; Standard 5: 5.2; and Standard 6: 6.3<br>**NAEYC:** Standard 1: 1c, all key elements<br>**PS&C:** Standard 4: 4c<br>**CKC's:** Domain 1:  Sub-Domain 1.B.1, Domain 3:3.A.1, 3.A.3, 3.B.1, 3.B.2, 3.B.3, Domain 6:6.A.1 6.A.3, 6.A.4, 6.A.5 and 6.A.6 |
| 6. | Developmental domains. | **OSEP:** Literacy and STEM and Supporting Social and Emotional Development<br>**EI/ESCE: Standard 1: 1.1, 1.2**<br>**NAEYC: Standard 1: 1a,**<br>**PS&C: Standard 1: 1a**<br>**CKC's: Domain: 1.A.1; Domain 3: 3.A.3** |
| 7. | Developmentally Appropriate practice and its relationship to inclusive play. | **OSEP: Intervention and Instruction, Working with Children and Families from Diverse Backgrounds, Literacy and STEM, Supporting Social and Emotional Development and Technology**<br>**EI/ESCE: All of Standard 1, All of Standard 5, and All of Standard 6** |

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| | **NAEYC: All of Standard 1, Standard 2: 2a, All of Standard 4, Standard 5: 5c**<br>**PS&C: All of Standard 1, Standard 2a, All of Standard 4, Standard 5: 5b and 5c**<br>**CKC's: Domain 1: 1.A.1**<br>        **Domain 2: 2.A.2, 2.B.1., 2.B.2.**<br>        **Domain 3: 3.A.1, 3.A.3, 3.B1, 3.B.2 and 3.B.4** |
| 8. Guidance and behavior of all children including children with disabilities, developmental delays, language and/or cultural differences in home and school settings. | **OSEP: Intervention and Instruction and Supporting Social and Emotional Development**<br>**EI/ESCE: All of Standard 1; Standard 2: 2.1 and 2.3, Standard 3: 3.3; Standard 4: 4.1; Standard 6: 6.4, 6.5.6.6 and 6.7**<br>**NAEYC: All of Standard 1**<br>        **Standard 2: 2.a and 2.b**<br>        **Standard 3: 3a, 3d**<br>        **All of Standard 4**<br>**PS&C:**   **All of Standard 1**<br>        **Standard 2: 2a**<br>        **Standard 3: 3a and 3b**<br>        **All of Standard 4**<br>**CKC's:**   **All of Domain 1**<br>        **Domain 2: 2.A.1, 2.A.2, 2.B.2**<br>        **Domain 3: 3.B.3 and 3.B.4**<br>        **Domain 4: 4.A.1, and 4.B.1**<br>        **Domain 5: 5.A.1, 5.A.2, 5.B.1, 5.B.2**<br>        **Domain 6: 6.A.3 and 6.A.5**<br>        **Domain 7: 7.A.4 and 7 B.1** |
| 9. Positive and productive relationships with all families. | **OSEP:** Working with Children and Families from Diverse Backgrounds and Engaging and Communicating with Families, Transitions and Collaborating<br>**EI/ESCE: All of Standard** 2<br>        All of Standard 3<br>        Standard 4:4.3 and 4.4<br>        Standard 5: 5.1<br>        Standard 6: 6.1 and 6.2 |

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| | **NAEYC: All of** Standard 2<br>Standard 3: 3d<br>**PS&C: Standard 1: 1c**<br>**All of** Standard 2<br>Standard 3: 3d<br>Standard 6: 6d<br>**CKC's:** Domain 1: 1.A.2, 1.B.1 and 1.B.3<br>Domain 2: 2.A.1, 2.A.2, 2.B.1, 2.B.2 and 2.B.3<br>Domain 3: 3.A.1, 3.A.2, 3.A.3 and 3.B.4,<br>Domain 4: 4.B.1.<br>All of Domain: 5<br>Domain 6: 6.A.4 and 6.A.6<br>Domain 7: 7.B.1, |
| 10. Program management<br>CDA Professional Resource File Requirements | **OSEP:** All Priority Areas<br>**EI/ESCE:** All Standards<br>**NAEYC:** All Standards<br>**PS&C:** All Standards<br>**CKC's:** All domains, sub-domains, and categories |

**Student Outcomes: Upon completion of this course, students will be able to:**

| Student Outcomes: | Alignment with Standards |
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| 1. Identify and describe the 6 CDA Competency Goals and 13 Functional Areas outlined by the Council for Professional Recognition. | **OSEP:** All Priority Areas<br>**EI/ESCE:** All Standards<br>**NAEYC:** All Standards<br>**PS&C:** All Standards<br>**CKC's:** All domains, sub-domains, and categories |
| 2. Relate their prior experiences in the field of early care and education including their experience with children | **OSEP:** All Priority Areas<br>**EI/ESCE:** All Standards<br>**NAEYC:** All Standards |

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| with disabilities, developmental delays, language and/or cultural differences.<br><br><br>Competency Goal VI: To maintain a commitment to professionalism<br>Functional area: Professionalism | **PS&C:** All Standards<br>**CKC's:** All domains, sub-domains, and categories |
| 3. Establish solutions to hypothetical ethical scenarios<br><br><br>Continuation of Competency Goal VI : Functional area Professionalism | **EI/ESCE:** Standard 7: 7.4<br>**NAEYC:** Standard 6:6b<br>**PS&C:** Standard 6: 6b<br>**CKC's:** Domain 7: 7.A.3 |
| 4. Discuss Early Childhood theories.<br><br><br>Continuation of Competency Goal VI : Functional area Professionalism | **OSEP:** Intervention and Instruction; Working with Children and Families from Diverse Backgrounds; Engaging and Communicating with Families; Literacy and STEM; and Supporting Social  and Emotional Development<br>**EI/ESCE:** Standard 1: 1.1 and Standard 2: 2.1<br>**NAEYC:** All of Standard 1, All of Standard 4, Standard 5: 5b,<br>**PS&C**: All of Standard 1, All of Standard 4, Standard 5, 5b<br>**CKC's:** Domain 1: 1.A.1, 2: 2.B.1, 2.B.2 and 2.B.3; Domain 3: 3.A.2 and 3.B.1; Domain 5: 5.A.1 |
| 5. Evaluate an environment with attention to safety, health, and learning.<br><br>Competency Goal I: To establish and maintain a safe, healthy learning environment<br>Functional areas Safe, Healthy, and Learning Environment | **OSEP:** Intervention and Instruction, and Literacy and STEM<br>**EI/ESCE:** Standard 1: 1.3, and 1.4; Standard 5: 5.2; and Standard 6: 6.3<br>**NAEYC:** Standard 1: 1c, all key elements<br>**PS&C:** Standard 4: 4c<br>**CKC's:** Domain 1:  Sub-Domain 1.B.1, Domain 3:3.A.1, 3.A.3, 3.B.1, 3.B.2, 3.B.3, Domain 6:6.A.1 6.A.3, 6.A.4, 6.A.5 and 6.A.6 |
| | **OSEP:** Literacy and STEM and Supporting Social and Emotional Development |

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| 6. Demonstrate an understanding of developmental domains.<br><br>Competency Goal II: To advance physical and intellectual competence<br>Functional areas: Physical, Cognitive, Communication, and Creative | **EI/ESCE: Standard 1: 1.1, 1.2**<br>**NAEYC: Standard 1: 1a,**<br>**PS&C: Standard 1: 1a**<br>**CKC's: Domain: 1.A.1; Domain 3: 3.A.3** |
| 7. Plan DAP inclusive play experiences<br>Competency Goal II continued | **OSEP: Intervention and Instruction, Working with Children and Families from Diverse Backgrounds, Literacy and STEM, Supporting Social and Emotional Development and Technology**<br>**EI/ESCE: All of Standard 1, All of Standard 5, and All of Standard 6**<br>**NAEYC: All of Standard 1, Standard 2: 2a, All of Standard 4, Standard 5: 5c**<br>**PS&C: All of Standard 1, Standard 2a, All of Standard 4, Standard 5: 5b and 5c**<br>**CKC's: Domain 1: 1.A.1**<br>       **Domain 2: 2.A.2, 2.B.1., 2.B.2.**<br>       **Domain 3: 3.A.1, 3.A.3, 3.B1, 3.B.2 and 3.B.4** |
| 8. Compare and contrast strategies for guiding children's behavior including children with disabilities, developmental delays, language and/or cultural differences in home and school.<br><br>Competency Goal III: To support social and emotional development and to provide positive guidance<br>Functional areas: Self, Social and Guidance | **OSEP: Intervention and Instruction and Supporting Social and Emotional Development**<br>**EI/ESCE: All of Standard 1; Standard 2: 2.1 and 2.3, Standard 3: 3.3; Standard 4: 4.1; Standard 6: 6.4, 6.5.6.6 and 6.7**<br>**NAEYC: All of Standard 1**<br>       **Standard 2: 2.a and 2.b**<br>       **Standard 3: 3a, 3d**<br>       **All of Standard 4**<br>**PS&C:**   **All of Standard 1** |

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| | **Standard 2: 2a**<br>**Standard 3: 3a and 3b**<br>**All of Standard 4**<br>**CKC's:** **All of Domain 1**<br>**Domain 2: 2.A.1, 2.A.2, 2.B.2**<br>**Domain 3: 3.B.3 and 3.B.4**<br>**Domain 4: 4.A.1, and 4.B.1**<br>**Domain 5: 5.A.1, 5.A.2, 5.B.1, 5.B.2**<br>**Domain 6: 6.A.3 and 6.A.5**<br>**Domain 7: 7.A.4 and 7 B.1** |
| 9.  Recommend strategies for establishing positive and productive equitable relationships with all families.<br><br>   Competency Goal IV: To establish positive and productive relationships with families<br>Functional area: Families | **OSEP:** Working with Children and Families from Diverse Backgrounds and Engaging and Communicating with Families, Transitions and Collaborating<br>**EI/ESCE: All of Standard** 2<br>   All of Standard 3<br>   Standard 4:4.3 and 4.4<br>   Standard 5: 5.1<br>   Standard 6: 6.1 and 6.2<br>**NAEYC: All of** Standard 2<br>   Standard 3: 3d<br>**PS&C: Standard 1: 1c**<br>   **All of** Standard 2<br>   Standard 3: 3d<br>   Standard 6: 6d<br>**CKC's:** Domain 1: 1.A.2, 1.B.1 and 1.B.3<br>   Domain 2: 2.A.1, 2.A.2, 2.B.1, 2.B.2 and 2.B.3<br>   Domain 3: 3.A.1, 3.A.2, 3.A.3 and 3.B.4,<br>   Domain 4: 4.B.1.<br>   All of Domain: 5<br>   Domain 6: 6.A.4 and 6.A.6<br>   Domain 7: 7.B.1, |

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| 10. Complete the required CDA Professional Resource File<br><br>Competency Goal V: To ensure a well-run, purposeful program responsive to participant needs.<br><br>Functional area: Program Management | **OSEP:** All Priority Areas<br>**EI/ESCE:** All Standards<br>**NAEYC:** All Standards<br>**PS&C:** All Standards<br>**CKC's:** All domains, sub-domains, and categories |

**Course Content: The following topics will be covered:**

| Course Content: | Alignment with Standards |
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| 1.   Identification and description of the 6 CDA Competency Goals and 13 Functional Areas outlined by the Council for Professional Recognition. | **OSEP:** All Priority Areas<br>**EI/ESCE:** All Standards<br>**NAEYC:** All Standards<br>**PS&C:** All Standards<br>**CKC's:** All domains, sub-domains, and categories |
| 2.   The individual's prior experiences in the field of early care and education including their experience with children with disabilities, developmental delays, language and/or cultural differences. | **OSEP:** All Priority Areas<br>**EI/ESCE:** All Standards<br>**NAEYC:** All Standards<br>**PS&C:** All Standards<br>**CKC's:** All domains, sub-domains, and categories |
| 3.   The NAEYC Code of Ethical Conduct | **EI/ESCE:** Standard 7: 7.4<br>**NAEYC:** Standard 6:6b<br>**PS&C:** Standard 6: 6b<br>**CKC's:** Domain 7: 7.A.3 |
| 4.   Early Childhood theories | **OSEP:** Intervention and Instruction; Working with Children and Families from Diverse Backgrounds; Engaging and Communicating with Families; Literacy and STEM; and Supporting Social and Emotional Development<br>**EI/ESCE:** Standard 1: 1.1 and Standard 2: 2.1 |

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| | **NAEYC:** All of Standard 1, All of Standard 4, Standard 5: 5b, **PS&C**: All of Standard 1, All of Standard 4, Standard 5, 5b<br>**CKC's:** Domain 1: 1.A.1, 2: 2.B.1, 2.B.2 and 2.B.3; Domain 3: 3.A.2 and 3.B.1; Domain 5: 5.A.1 |
| 5.  Safe, healthy, inclusive learning environment. | **OSEP:** Intervention and Instruction, and Literacy and STEM<br>**EI/ESCE:** Standard 1: 1.3, and 1.4; Standard 5: 5.2; and Standard 6: 6.3<br>**NAEYC:** Standard 1: 1c, all key elements<br>**PS&C:** Standard 4: 4c<br>**CKC's:** Domain 1:  Sub-Domain 1.B.1, Domain 3:3.A.1, 3.A.3, 3.B.1, 3.B.2, 3.B.3, Domain 6:6.A.1 6.A.3, 6.A.4, 6.A.5 and 6.A.6 |
| 6.  Developmental domains | **OSEP:** Literacy and STEM and Supporting Social and Emotional Development<br>**EI/ESCE:** Standard 1: 1.1, 1.2<br>**NAEYC:** Standard 1: 1a<br>**PS&C:** Standard 1: 1a<br>**CKC's:** Domain: 1.A.1; Domain 3: 3.A.3 |
| 7.  Developmentally appropriate practice and its relationship to inclusive play experiences. | **OSEP:** Intervention and Instruction, Working with Children and Families from Diverse Backgrounds, Literacy and STEM, Supporting Social and Emotional Development and Technology<br>**EI/ESCE:** All of Standard 1, All of Standard 5, and All of Standard 6<br>**NAEYC:** All of Standard 1, Standard 2: 2a, All of Standard 4, Standard 5: 5c<br>**PS&C:** All of Standard 1, Standard 2a, All of Standard 4, Standard 5: 5b and 5c<br>**CKC's:** Domain 1: 1.A.1<br>        Domain 2: 2.A.2, 2.B.1., 2.B.2.<br>        Domain 3: 3.A.1, 3.A.3, 3.B1, 3.B.2 and 3.B.4 |

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| 8. Strategies for guiding all children's behavior including children with disabilities, developmental delays, language and/or cultural differences in home and school settings. | **OSEP:** Intervention and Instruction and Supporting Social and Emotional Development<br>EI/ESCE: All of Standard 1; Standard 2: 2.1 and 2.3, Standard 3: 3.3; Standard 4: 4.1; Standard 6: 6.4, 6.5.6.6 and 6.7<br>**NAEYC:** All of Standard 1<br>　　　　Standard 2: 2.a and 2.b<br>　　　　Standard 3: 3a, 3d<br>　　　　All of Standard 4<br>**PS&C:** All of Standard 1<br>　　　　Standard 2: 2a<br>　　　　Standard 3: 3a and 3b<br>　　　　All of Standard 4<br>**CKC's:** All of Domain 1<br>　　　　Domain 2: 2.A.1, 2.A.2, 2.B.2<br>　　　　Domain 3: 3.B.3 and 3.B.4<br>　　　　Domain 4: 4.A.1, and 4.B.1<br>　　　　Domain 5: 5.A.1, 5.A.2, 5.B.1, 5.B.2<br>　　　　Domain 6: 6.A.3 and 6.A.5<br>　　　　Domain 7: 7.A.4 and 7 B.1 |
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| 9. Strategies for establishing positive and productive relationships with all families | **OSEP:** Working with Children and Families from Diverse Backgrounds and Engaging and Communicating with Families, Transitions and Collaborating<br>**EI/ESCE:** **All of Standard** 2<br>　　　　All of Standard 3<br>　　　　Standard 4:4.3 and 4.4<br>　　　　Standard 5: 5.1<br>　　　　Standard 6: 6.1 and 6.2<br>**NAEYC:** All of Standard 2<br>　　　　Standard 3: 3d<br>**PS&C:** Standard 1: 1c<br>　　　　All of Standard 2<br>　　　　Standard 3: 3d |

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| | Standard 6: 6d<br>**CKC's:** Domain 1: 1.A.2, 1.B.1 and 1.B.3<br>Domain 2: 2.A.1, 2.A.2, 2.B.1, 2.B.2 and 2.B.3<br>Domain 3: 3.A.1, 3.A.2, 3.A.3 and 3.B.4,<br>Domain 4: 4.B.1.<br>All of Domain: 5<br>Domain 6: 6.A.4 and 6.A.6<br>Domain 7: 7.B.1, |
| 10  Program management and<br><br>CDA Professional Resource File | **OSEP:** All Priority Areas<br>**EI/ESCE:** All Standards<br>**NAEYC:** All Standards<br>**PS&C:** All Standards<br>**CKC's:** All domains, sub-domains, and categories |

**Standards:**

CT State Core Knowledge and Competencies (CKC) https://www.ctoec.org/wp-content/uploads/2019/12/CKC-Professionals-Framework-2016.pdf

The Connecticut Core Knowledge and Competency Framework for Technical Assistance Providers
that Support Adults who Work with Young Children and Families
https://www.ctoec.org/wp-content/uploads/2019/12/CKC-TA-Framework-2016.pdf

Early Intervention/Early Childhood Special Education (EI/ECSE)
https://exceptionalchildren.org/standards/initial-practice-based-standards-early-interventionists-early-childhood-special-educators
National Association for the Education of Young Children (NAEYC) https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/higher-ed/2021_naeyc_higher_education_accreditation_standards.pdf

Office of Special Education Programs (OSEP)

Professional Standards and Competencies for Early Childhood Educators (PS&C ECE)
https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/standards_and_competencies_ps.pdf

**Key Experiences: (These can be in-class activities, graded assignments, or anything in-between.)**

Child Abuse and Neglect certificate. If training is not valid throughout this semester, student must do online training Written autobiography reflecting on the student's prior experiences in the field of early care and education including their experience with children with disabilities, developmental delays, language and/or cultural differences.

Review of the NAEYC Code of Ethical Conduct using the scenarios from Teaching the Code of Ethics, Teaching the NAEYC Code of Ethical Conduct: A resource guide, revised edition, Eva Moravcik, Nancy K. Freeman, and Stephanie Feeney, 3rd edition

Assessment of an Early Childhood Environment

Introduce the CT Early Learning Development Standards (E.L.D.S.) connecting them to the developmental domains.

Observe videos of children's challenging behaviors and discuss the various guidance strategies at school and at home that could be implemented.

Survey family communications in your program (newsletters, apps, conferences, etc.). Compare and contrast what programs do for family communication.

Explore the multiple aspects of program management.

Complete your CDA Portfolio

# RESOURCES

**Books**: CDA Essentials Workbook ISBN 978-0990307297

**Articles:**
NAEYC
Early Childhood Inclusion
https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps_inclusion_dec_naeyc_ec.pdf

The Power of Inclusion When Your Preschooler Attends an Inclusive Preschool Program
https://www.naeyc.org/our-work/families/inclusion-preschool-program

Advancing Equity in Early Childhood Education
https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/advancingequitypositionstatement.pdf

Zero to Three
The ABCs of Diversity and Inclusion: Developing an Inclusive Environment for Diverse Families in Early Childhood Education
https://www.zerotothree.org/resource/the-abcs-of-diversity-and-inclusion-developing-an-inclusive-environment-for-diverse-families-in-early-childhood-education/

CDA Partnering with Immigrant Families (Competency Goal Relationships with Families)
https://www.cdacouncil.org/wp-content/uploads/2022/09/Partnering-with-Immigrant-Parents.pdf

Teaching nonverbal autistic children to talk (Competency Goal Physical and Cognitive; Functional area communication)
https://www.autismspeaks.org/expert-opinion/seven-ways-help-your-child-nonverbal-autism-speak

**Websites:**
CDA Resource Library

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https://www.cdacouncil.org/en/resource-library/

A Pinterest collection of 8 ECE newsletters to families:
https://www.pinterest.com.au/samfordpi/early-childhood-newsletters/

The Empowered Educator
Writing Engaging and Useful Newsletters for Parents
https://www.theempowerededucatoronline.com/2015/05/writing-effective-and-interesting-newsletters-for-parents.html/

Vanderbilt University Iris Center
Early Childhood Environments – multi-page article on physical, social and temporal learning environments for young children.
https://iris.peabody.vanderbilt.edu/module/env/cresource/#content

Preschool Professional (a 4-part "course"), Includes reading and video
https://www.virtuallabschool.org/preschool/professionalism/lesson-1

5 Professional Early Childhood Educational Associations
https://www.bestcollegereviews.org/lists/five-professional-early-childhood-education-associations/

Childcare.gov; Ensuring Safe and Healthy Child Care
https://childcare.gov/consumer-education/ensuring-safe-and-healthy-childcare

NAEYC, Code of Ethical Conduct
https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf

**Videos:**
Avoiding Overwhelm with the CDA Portfolio
https://www.youtube.com/watch?v=geOlY_Yogj0

CDA Credential Videos

https://www.youtube.com/user/TheCDACredential/videos

CDA "How to pass your Verification Visit CDA" ( Part 1)
https://www.youtube.com/watch?v=2Pq8tEDzQhk

CDA "How to pass your Verification Visit CDA" ( Part 1)
https://www.youtube.com/watch?v=_Aou2XCKbA4

The Reflective Dialogue
https://www.youtube.com/watch?v=cL-tIejcieo

Preparing for the CDA Exam
https://www.youtube.com/watch?v=ni_r13-g9Eo

Pearson Testing Sites:
https://home.pearsonvue.com/cdaexam


Designing Classroom Environments
https://www.youtube.com/watch?v=2XCuieFyDS8

How to Manage Classroom Behavior in Preschool with a Calm Learning Environment
https://www.youtube.com/watch?v=eqUAOu4RleM

Meaningful Inclusion in Early Childhood
https://www.youtube.com/watch?v=a2wJqDw9B68

Video (Competency goal Physical and Cognitive Area; Functional Goal Creative)
https://www.youtube.com/watch?v=GGQxsrbBjTs

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## Music Therapist Teaches You a Great Song for Special Needs

As a board certified music therapist, I love using music to make learning fun and engaging. Please sign up for my newsletter full of great tips and special education resources at http://www.therhythmtree.com/user-registration

www.youtube.com

Positive Discipline in my daycare with toddlers and preschoolers
https://www.youtube.com/watch?v=li8KPK_HL1g

**Audio Podcast:**

Google search results of Early Childhood Education podcasts
https://www.google.com/search?client=safari&rls=en&q=early+childhood+educatiion+podcast&ie=UTF-8&oe=UTF-8

**https://www.childcaresites.com/podcast-player**

**Additional Resource:**

Children's Books:

Maisy Goes to Preschool by Lucy Cousins
Lola Goes to School by Anna McQuinn
Rosie Goes to Preschool by Karen Katz
Carl Goes to Daycare by Alexandra Day

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The Kissing Hand by Audrey Penn
Cleversticks by Bernard Ashley

**Instructor:** _____ **Office:** _____
**Telephone:** _____**Office Hours:** _____ or by app't
**E-mail:**

**Text:** _____

**Evaluation and grading:**

# Assessments and Assignments:

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| Date | Topic and Learning Experiences | Alignment with Course Objectives | Assignments | Alignment with Student Outcomes |
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| 1 | Welcome and Introductions<br><br>Identification and description of the 6 CDA Competency Goals and 13 Functional Areas outlined by the Council for Professional Recognition<br>Setting up the Portfolio | CO 1 and 10 | **Collect a Summary of your state's legal requirements for reporting child abuse and neglect.**<br><br>*Child Abuse and Neglect certificate. If training is not valid throughout this semester, student must do online training | CO 10 |
| 2 | Identification and description of the 6 CDA Competency Goals and 13 Functional Areas outlined by the Council for Professional Recognition. (Continued)<br>How to write the Competency Goals/Functional Areas to meet the CDA requirements.<br><br>Discuss The individual's prior experiences in the field of early care and education including their experience with children with disabilities, developmental delays, language and/or cultural differences.<br><br>Discuss the early childhood theories/theorists | CO 2, 4, and 10 | **Collect Current certification in pediatric CPR and first aid.**<br><br>*Written autobiography reflecting on the student's prior experiences in the field of early care and education including their experience with children with disabilities, developmental delays, language and/or cultural differences.<br><br>**\*Survey parents and collect responses** | SO 2 and SO 10 |

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| 3 | Competency Goal I: To establish and maintain a safe, healthy learning environment<br>Functional areas Safe, Healthy, and Learning Environment | CO 5 | **Name, address and phone number of a local agency which provides information on nutrition for children**<br><br>**Submit sample menu, weekly plan, and room environment.** | SO 10 |
| 4 | Continuation of Competency Goal I<br>Safe, healthy, inclusive learning environment.<br>*Assessment of an Early Childhood Environment | CO 5 | **Submit written Competency Goal I: To establish and maintain a safe, healthy learning environment**<br>**Functional areas Safe, Healthy, and Learning Environment** | SO 10 |
| 5 | Competency Goal II: To advance physical and intellectual competence<br>Functional areas: Physical, Cognitive, Communication, and Creative<br><br>*Introduce the CT Early Learning Development Standards (E.L.D.S.) connecting them to the developmental domains. | CO 6 | **Collect Four songs, finger plays, word games or poems that promote phonological awareness**<br><br>**Collect A list of children's books with title, author, publisher and copyright date and short summary of each book dealing with the following topics – separation, divorce, remarriage, or blended families; diversity; positive self-concept; everyday routines; human life cycle; and special needs.** | SO 10 |
| 6 | Continuation of Competency Goal II<br>Developmentally appropriate practice and its relationship to inclusive play experiences.<br>Early Childhood theories | CO 4 and 7 | **Submit written Competency Goal II: To advance physical and intellectual competence**<br>**Functional areas: Physical, Cognitive, Communication, and Creative**<br><br>**Write Nine learning experiences – 3 for each age 3-5 years that promote physical, intellectual and creative development** | SO 10 |

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| 7 | Competency Goal III: To support social and emotional development and to provide positive guidance<br>Functional areas: Self, Social and Guidance<br><br>Strategies for guiding all children's behavior including children with disabilities, developmental delays, language and/or cultural differences in home and school settings.<br><br>*Observe videos of children's challenging behaviors and discuss the various guidance strategies that could be implemented. | CO 8 | **Two resources that are designed to assist teachers in dealing with challenging behavior** | SO 10 |
| 8 | Continuation of Competency Goal III | CO 8 | **Submit Written Competency Goal III: To support social and emotional development and to provide positive guidance<br>Functional areas: Self, Social and Guidance** | SO 10 |
| 9 | Competency Goal IV: To establish positive and productive relationships with families<br>Functional area: Families | CO 9 | **Collect an Agency name and contact where resources can be obtained for those whose home language is other than English** | SO 10 |

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| | Strategies for establishing positive and productive relationships with all families<br><br>* Compare and contrast what programs do for family communication. (newsletters, apps, conferences, etc.). | | **Submit Documentation of the school's center's policy on parent's rights and responsibilities and what the center does for parents.**<br><br>**Gather family resource guides, website articles, and appropriate community resources.**<br><br>**Obtain four pamphlets or articles that help parents understand the development of how young children develop and learn** | |
| 10 | Continuation of Competency Goal IV: To establish positive and productive relationships with families<br>Functional area: Families | CO 9 | **Submit written Competency Goal IV:  To establish positive and productive relationships with families**<br>**Functional area: Families** | SO 10 |
| 11 |  Competency Goal V: To ensure a well-run, purposeful program responsive to participant needs.<br>Functional area: Program Management<br>*Explore the multiple aspects of program management. | CO 10 | **Collect Three samples of record keeping forms used in early childhood   programs – to include an accident report form, emergency form and a third form of your choice**<br><br>**Obtain the name, address, and phone number of a state agency that regulates childcare centers and homes.** | SO 10 |
| 12 | Continuation of Competency Goal V<br>Functional Area Program Management | CO 10 | **Submit written Competency Goal V: To ensure a well-run, purposeful program responsive to participant needs.**<br>**Functional area: Program Management** | SO 10 |

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| | | | Obtain an observation tool used to record children's behavior –include one blank and one which you complete. | |
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| 13 | Competency Goal VI: To maintain a commitment to professionalism Functional area: Professionalism

* Review of the NAEYC Code of Ethical Conduct and Professionalism (Scenarios from Teaching the Code of Ethics, Teaching the NAEYC Code of Ethical Conduct: A resource guide, revised edition, Eva Moravcik, Nancy K. Freeman, and Stephanie Feeney, 3rd edition) | CO 3 | **Submit the name, address, and phone number of two or three professional organizations for early childhood professionals** | SO 10 |
| 14 | Continuation of Competency Goal VI Functional Area Professionalism | CO 4 | **Submit written Competency Goal VI To maintain a commitment to professionalism Functional area: Professionalism** | SO 10 |
| 15 | Final presentations | | Submission of *CDA Professional Resource File Submit parent surveys | SO 10 |
| 16 | Final Presentations | | | |

**\* Key Experiences.**

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