

**Master Course Outline
With Sample Syllabus**

Child Development Associate (CDA): Seminar and Fieldwork

ECED 181

Course Description:

This seminar and fieldwork course is designed for childcare providers who are preparing for their Child Development Associate (CDA) Credential through the Council for Professional Recognition in Washington, D.C. under its present requirements. **The student will attend a weekly seminar and a minimum of 10 hours of fieldwork in a licensed early childhood setting.** This course will assist and continue to assist in the preparation of the required CDA Professional Resource File, the required Classroom Observation Visit and the final assessment process. This course will integrate best practices in diversity, equity, and inclusion.

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

Course Objective	Alignment with Standards
1. Theoretical knowledge and teaching strategies to emphasize the necessary skills and behaviors identified in the 6 Competency Goals and 13 Functional Areas according to the present CDA	OSEP: All Priority Areas DEC/EI/ECSE: All Standards PS&C for ECE: All Standards CKC's: All Domains
2. Teaching strategies and best practices in diversity, equity, and inclusion through both weekly seminar classroom instruction and fieldwork in a licensed early childhood setting.	OSEP: All Priority Areas DEC/EI/ ECSE All Standards PS&C for ECE: All Standards CKC's: All Domains

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

Student Outcomes:	Alignment with Standards
<p>1. Understand theoretical knowledge and teaching strategies to emphasize the necessary skills and behaviors identified in the 6 Competency Goals and 13 Functional Areas according to the present CDA requirements of the Council for Professional Recognition in Washington, D.C.</p>	<p>OSEP: All Priority Areas DEC/EI/ECSE: All Standards PS&C for ECE: All Standards CKC's: All Domains</p>
<p>2. Demonstrate teaching strategies and best practices in diversity, equity, and inclusion through both weekly seminar classroom instruction and fieldwork in a licensed early childhood setting.</p>	<p>OSEP: All Priority Areas DEC/EI/ ECSE All Standards PS&C for ECE: All Standards CKC's: All Domains</p>

Course Content: The following topics will be covered:

Course Content:	Alignment with Standards
<p>1. Theoretical knowledge and teaching strategies to emphasize the necessary skills and behaviors identified in the 6 Competency Goals and 13 Functional Areas according to the present CDA requirements of the Council for Professional Recognition in Washington, D.C.</p>	<p>OSEP: All Priority Areas DEC/EI/ECSE: All Standards PS&C for ECE: All Standards CKC's: All Domains</p>
<p>2. Teaching strategies and best practices in diversity, equity, and inclusion through both weekly seminar classroom instruction and fieldwork in a licensed early childhood setting.</p>	<p>OSEP: All Priority Areas DEC/EI/ ECSE All Standards PS&C for ECE: All Standards CKC's: All Domains</p>

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>

Division of Early Childhood

<https://www.dec-sped.org/>

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.)

Ensure that your hours are current within the last five years,

Ensure the Child Abuse and Neglect certificate is current

Ensure that the CPR and First Aid certificate is current.

Ensure your observation site meets all criteria including your familiarity with the children and the program.

Ensure that the CDA exam is completed prior to the submission of the application.

Pearson Testing Sites:

<https://home.pearsonvue.com/cdaexam>

Review the 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-tlejcieo>

How to Prepare for the Verification Visit

https://www.youtube.com/watch?v=Zs2da_HPD_k

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

Prior to the CDA Verification Visit:

1. Observe the childcare environment you will have your visit in and assess it using the

What to Look for in an Ideal Learning Environments

<https://trustforlearning.org/wp-content/uploads/2021/05/What-to-Look-for-in-Ideal-Learning-Environments.pdf>

2. Practice being the lead teacher in your CDA Verification site
3. Assess the ways in which the CDA Verification site communicates with all families. Ensure it is evident to an observer?

Mock CDA Reflective Interview

Review and update if necessary 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:

The Principles of IDEAL Learning

<https://trustforlearning.org/resource/principles-of-ideal-learning/>

What to Look for in an Ideal Learning Environments

<https://trustforlearning.org/wp-content/uploads/2021/05/What-to-Look-for-in-Ideal-Learning-Environments.pdf>

CDA Resource Library

<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=geO1Y_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-tlejcio>

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=GGQxsrBjTs>



[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:

Reflective Dialogue

<https://www.cdacouncil.org/en/newsletter/the-reflective-dialogue-podcast-interview-with-council-ceo-dr-calvin-e-moore/>

Additional Resource:

Forms for Candidates for Special Accommodations

https://www.cdacouncil.org/storage/documents/Downloadable_Forms/Request_Form_for_Special_Accommodations_020419.pdf

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

The Kissing Hand by Audrey Penn

Cleversticks by Bernard Ashley

SAMPLE SYLLABUS

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

Evaluation and grading:

Assessments and Assignments:

Assessments and Assignments:

Date	Topic and Learning Experiences	Alignment with Course Objectives	Assignments	Alignment with Student Outcomes
1	IDEAL Learning Principles and diversity, equity; inclusion practices will be embedded throughout the course.		<p>Review your state’s legal requirements for reporting child abuse and neglect.</p> <p>*Child Abuse and Neglect certificate. If training is not valid throughout this semester, student must do online training</p>	
2	<p>Introduction to the Early Childhood Profession</p> <p>Review Competency Goal Six- To maintain a commitment to professionalism</p> <p>Code of Ethical Conduct</p>		<p>Review Your Written Competency Goal Six- To maintain a commitment to professionalism</p> <p>Ensure that your hours are current within the last five years</p>	
3	Fieldwork Experience IDEAL Learning Environment working with infants, toddlers, and preschoolers		<p>Observe the childcare environment in which you will have your verification visit and assess it using the “What to Look for in an Ideal Learning Environments”</p> <p>https://trustforlearning.org/wp-content/uploads/2021/05/What-to-Look-for-in-Ideal-Learning-Environments.pdf</p> <p>Ensure your observation site meets all criteria including that you are familiar with the children and the program.</p>	

4	<p>Review Competency Goal Five: To ensure a well-run purposeful program responsive to participants' needs</p>		<p>Review Your Written Competency Goal Five: To ensure a well-run purposeful program responsive to participants' needs</p>	
5	<p>Ways to Study How Children Grow and Learn</p>			
6	<p>Review Competency Goal Four: To establish positive and productive relationships with families.</p>		<p>Review Your Written Competency Goal Four: Ensure that your family surveys are collected and are current. Assess the ways in which the CDA Verification site communicates with all families. Ensure that family communication is evident to an observer.</p>	
7	<p>Review Competency Goal One: Ways to Set-up a Safe, Healthy Environment to Invite Learning</p>		<p>Review Your Written Competency Goal Four: Functional areas, Safe, Healthy, Learning Environment Ensure certification in pediatric CPR and first aid is current.</p>	
8	<p>What it Means to Be a Head Teacher</p>		<p>From this point on, practice being the Head Teacher whenever you can. Participate in all aspects of classroom teaching.</p>	

9	Review Competency Goal Three: To support social and emotional development and provide positive guidance		Review Your Written Competency Goal Three: To support social and emotional development and provide positive guidance	
10	Preparing for the Test		Take sample tests before taking the actual test. Pearson Testing Sites: https://home.pearsonvue.com/cdaexam Ensure that the CDA exam is completed prior to the submission of the application.	
11	Review Competency Goal Two: To advance physical and intellectual competence		Review Your Written Competency Goal Two: To advance physical and intellectual competence	
12				
13	CDA "How to pass your Verification Visit CDA"		VIEW (Part 1) https://www.youtube.com/watch?v=2Pq8tEDzQhk VIEW (Part 2) https://www.youtube.com/watch?v=Aou2XCKbA4	
14	Get Ready for Your Visit		The Reflective Dialogue https://www.youtube.com/watch?v=cL-tlejcieo	

			How to Prepare for the Verification Visit https://www.youtube.com/watch?v=Zs2da_HPD_k	
15	Mock CDA Reflective Dialogue			
16	Review and reflect			

*** Key Experiences.**