

Video Transcript

TO THE CHILDREN "Circle!" "Circle!"

Ruben Portocarrero: Children absorb everything they are taught; in activities, in conversations, in songs and rhymes.

TO THE CHILDREN "One, two, three!"

Ruben My name is Ruben Portocarrero, however the children call me Ruben. But there are some children who don't call me Ruben, they call me, Papi.

TO THE CHILDREN "Very good! And what does the cow say?"

Eleanor Ruth Johnson I am Eleanor Ruth Johnson a certified preschool lead teacher.

TO THE CHILDREN "...next they saw Goosey Lucy arranging some twins in her nest ..."

I enjoy what I do, I've been here for 35 years.

TO THE CHILDREN "...they came for Turkey Lurkey, who was gobbling berries from a bush."

Valora Washington
CDA Council Some people think that people who work with young children are babysitters, but nothing could be further from the truth. We know that ninety percent of a child's brain is developed in the first five years of life, before they ever step foot in a public school. And we know that the teacher plays a really strong role in preparing that child for school. For 30 years the Council for Professional Recognition has been offering the Child Development Associate credential and we believe it's the best first step for early educators.

PAPI TO THE CHILDREN "And now let's look at colors. . ."

The importance of the CDA is that with this credential, a person can work and can teach much better than if they didn't have it.

PAPI TO THE CHILDREN "And here there are. . . What is this animal called?"

Valora The Child Development Associate credential was established to bring the nation's top experts together to decide what an early educator need to know and be able to do.

ELEANOR TO THE CHILDREN

“ . . . here's your 'M' Marcus, nice 'M' for Marcus.”

Eleanor The CDA gave me my first teaching certification and then I went on to receive the bachelor's degree in early child education, and having that CDA is my foundation that gave me the confidence that I needed to continue on in the field.

Valora Today, the CDA has been awarded to over 370,000 early educators in the United States. We offer the CDA to communities no matter what language they speak, and no matter where they are.

ELEANOR TO THE CHILDREN

“ . . . now the five friends hurried into the forest.”

Eleanor The CDA taught me how to work with children, how to involve parents and their child's development, the administrative part of teaching, and also being a good team member.

PAPI TO THE CHILDREN

“Milk! Very good!”

Eleanor The best teaching happens between 0-3 years old, when children learn the most. There should be more resources as an incentive for teachers so they can study for the CDA.

I think the CDA should be required of all teachers because it offers a lot of information to early childhood educators.

“This is the number seven.”

Valora Every single one of our 11 million children deserve to have a highly qualified CDA trained teacher working with them.

Join us in helping the CDA and highly qualified teachers be part of the American experience for all children.

<https://youtu.be/ZKp3w4-9zP4>

Video Transcript

“One word”

“Community”

“Quality”

“Trust”

“Health”

“Health”

Peer support is one way of trying to alleviate the shortages that we have in terms of human resources.

We can work together with this.

We have each other’s backs.

...and they bring to the table something, and unique expertise that no other professional specifically is bringing to the table, which is that unique knowledge of the individual and community in the place that they live, work, and lead their daily life.

Peer support humanizes the dialogue.

Social support, talking with, sharing with, being with other people is a fundamental need among human beings.

I get to educate and learn, so I love it.

<https://youtu.be/xclpcwMR8rU>

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” (this form is located in the CDA Competency Book)
- 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)

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, returned Family Questionnaires

- Family Questionnaire Summary (TO BE USED COMPETENCY IV).....page 141

- Transfer your summarized information onto the CDA Verification Visit Reflective Dialogue Worksheet in your bookpages 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>)

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 or CS I-a to CS I-c)

Check each box when done to track completion.

Resource Collections (RC)

- Current certificates of completion, or cards, for:RC I-1
 - First aid training
 - Infant/child (pediatric) CPR training offered by a nationally-recognized training organization (such as American Red Cross or American Heart Association). Online training is not acceptable
- Feeding schedule or menu (include your thoughts about the strengths or modifications that would improve the schedule or menu) RC I-2
- Sample Weekly plan that includes learning goals for children, brief description of learning experiences and accommodations for children with special needs RC I-3

Reflective Competency Statement (CS)

- 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-a
- 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-b
- 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?CS I-c

Competency II: Advance physical and intellectual competence.

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

Label each document (RCII-1 to RCII-9 or CS II-a to CS II-d)

Check each box when done to track completion.

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.

Resource Collections (RC)

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

Reflective Competency Statement (CS)

- 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-a
- 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-b
- 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-c
- Describe ways to promote the communication/language development among all children, including dual language learners. CS II-d

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 or CS III-a to CS III-b)

Check each box when done to track completion.

Resource Collections (RC)

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. RC

Reflective Competency Statement (CS)

- In an opening paragraph, describe your teaching practices that meet this Standard and then prepare at least one paragraph on each of the following topics.....CS III
- Describe some of the ways you support the development of children’s positive self-concepts and growing social/emotional skills. CS III-a
- 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? CS III-b

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 or CS IV-a to CS IV-c)

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:

- The name and contact information (phone number, website, etc.) of a local agency that provides family counseling..... RC IV-1
- 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-2
- 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-3
- 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 2 to 5-year-olds. At least one article must relate to child guidance. RC IV-4

Reflective Competency Statement (CS)

- In an opening paragraph, describe your teaching practices that meet this Standard and then prepare at least one paragraph on each of the following topics..... CS IV
- 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-a
- 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-b
- 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. CS IV-c

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 to RC V-3 or CS V-a to CS V and CS V-a)

Check each box when done to track completion.

Resource Collections (RC)

Three samples of record keeping forms you use/have used. Include an accident report form, an emergency form 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)

- In an opening paragraph, describe your teaching practices that meet this Standard..... CS V
- 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?..... CS V-a

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 or CS VI-a to CS VI and CS VI-b)

Check each box when done to track completion.

Resource Collections (RC)

- 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-1
- A list of two or three early childhood associations (national, regional, state or local), including website addresses, describing the professional resources an membership opportunities they each offer..... RC VI-2
- 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..... RC VI-3

Reflective Competency Statement (CS)

- In an opening paragraph, describe your teaching practices that meet this Standard and then prepare at least one paragraph on each of the following topics..... CS VI
- Reflect on why you chose to become an early childhood professional?CS VI a
- Reflect on what you believe are the most important indicators of professionalism that you possess. CS VI-b



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.

This field assignment will take about one hour to complete once you have gathered the necessary supplies. When you have completed this assignment, your CDA Portfolio structure will be ready and documents can be added as you gather them. The Portfolio must reflect practices and be completed within the six months prior to submitting the CDA application.

The CDA Portfolio must include the following content.

- Summary of Professional Education
- Philosophy Statement
- Resource Collection
- Reflective Statements
- Family Questionnaires

The *Council for Professional Recognition* has provided specific guidelines for the order and contents of the Portfolio. The purpose of this field assignment is to create the notebook structure for a Professional Portfolio so that materials can be added as they are gathered over time. The second purpose of this assignment is to provide the tools to make a plan for assembling the Portfolio with a reasonable timeline and progress benchmarks.

Supplies

Select a three-ring binder, label and personalize the notebook. Add 9-tab dividers and, if available, include plastic sheet protectors to hold irregularly shaped documents (such as certificates).

You will need the following supplies.

- 3-ring binder
- 9 tabs, labeled A to I
- Plastic sheet protectors (optional)
- 3-hole punch

CDA Planner Course Handouts

- Tab Cover Sheets for Tabs A – I (Chapter 4 Handout)
- CDA Professional Development Planner (Chapter 4 Handout)

If you haven't already printed these forms, they are available in the course and on your Quorum dashboard.

Required forms from the *CDA Competency Standards* book

- My CDA Professional Portfolio cover sheet
- Summary of My CDA Education
- Parent Questionnaire Summary

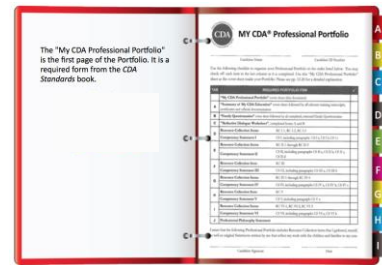


The CDA Standards books can be ordered online for \$25 plus shipping. <http://store.cdacouncil.org/cdaapplicationpackets.aspx>

If you have not purchased the Standards book yet, add a labeled sheet of paper in the notebook as a placeholder and reminder to add these forms.

Notebook Assembly

When all the materials are gathered, assemble the notebook with tabs (A to I). Place the required *My CDA Professional Portfolio* form at the front of the notebook. Place each Tab cover sheet (A-I) behind the corresponding notebook tabs. The “*Summary of My Education*” form goes behind Tab A, and the “*Parent Questionnaire Summary*” form goes behind Tab B. You can personalize the Portfolio as you would like.



Once the notebook Portfolio is assembled, you will be ready to add supporting documents (i.e. training certificates, Resource Collections, Reflective Statements). Each Tab cover sheet provides a summary of the material that should be added behind the tab. Review the Tab cover sheets so that you will know the Resource Collections that need to be collected and the Reflective Statements that need to be written. Use the Tab cover sheets to track your progress.

Portfolio Planning Calendar

Assembling Portfolio materials will take organization and time. *Remember, the Portfolio must be completed within the six months before submitting the CDA application.* Set a reasonable pace and a realistic timeline. Organize the work to avoid feeling last-minute pressure with too little time – or – taking too long and materials get out-of-dated.



Use the *Portfolio Planning Calendar* (course handout) to organize the work.

The *Portfolio Planning Calendar* covers 6 months (and 4 weeks for each month). For your reference, a list of all the Portfolio Tabs is noted on the *Calendar*. To be sure that all the Portfolio Tabs are covered, check them off as you include them on the *Calendar*.

TIPS:

- Begin at the end, decide when you want to submit the CDA application. Put this task on the *Calendar* first and then organize the Portfolio Tabs within the six months before that date.
- Review the Tab cover sheets to see what Resource Collections and Reflective Statements are required. For example: Tab C involves Health and Safety records which might be quick to assemble, while Tab D involves writing up nine lessons and may take more time. In addition, Tab B involves Parent Questionnaires and it is best to complete Tab B tasks 1 to 2 months before the application submission date.
- Remember some months may be particularly busy with holidays, in-service training, new enrollment, etc.

EXAMPLE: Portfolio Planning Calendar

This is how I created my *Portfolio Planning Calendar*. I reviewed the Tab Cover Sheets so that I could see what was involved in each section and plan accordingly. It's mid-August now, so I will plan to submit my CDA application next February (in about six months).

1. I plan to submit my CDA application in the last week of February. I will identify a CDA Specialist in February—week 2, I will prepare the application in week 3, and mail it in the last week of February.
2. If I submit my application at the end of February and I have 6 months to develop my Portfolio, I know that my Portfolio material should represent my classroom work between September and February. So I will label each month on the *Calendar*.
3. I've reviewed the Tab cover sheets (from the course handouts) and I know that some Tabs will take longer to complete than others. So to begin, I'll begin with the Tabs on the *Calendar* that take more time. Then, I'll add the Tabs that will take less time to the *Calendar*. I want to be careful about commitments in November and December because these are busy holiday months.

SAMPLE:

Portfolio Tabs that will take me the most time:

- Tab A—Professional DevelopmentSept week 1-2
- Tab B—Family QuestionnairesJan week 2-3
- Tab D—Physical/Intelletual Development.....Oct week 1-4
- Tab I—Professional PhilosophyJan week 4

Explanation:

- Tab A — involves gathering all my training certificates and transcripts, so I will schedule Tab A in September, weeks 1 and 2. I will review the hours that I might still need to complete.
- Tab B — I will complete the Family Questionnaires (Tab B) in January, after the holiday season and a month before submitting the application. So I will schedule Tab B—Family Questionnaires in January weeks 2 and 3.
- Tab D — Looks like it will take time because it involves writing up 9 activities and reflective statements. I will schedule Tab D for 4 weeks in October. By this time, the children will have settled in and I will have well developed lesson plans that I can draw on for the Portfolio.
- Tab I — The *Council for Professional Recognition* suggests that the training and Portfolio development will guide the Professional Philosphy Statement. So I will schedule Tab I in January week 4.

Remaining Portfolio Tabs

- Tab C—Safety/HealthDec week 1
- Tab E—Social Emotional DevelopmentDec week 2
- Tab F—Family Relationship.....Nov week 1
- Tab G—Program Management.....Nov week 2
- Tab H—Commitment to Profesionalism.....Sept week 3

Complete your personal *Portfolio Planning Calendar* based your work/life balance needs. Check and update the *Portfolio Planning Calendar* on a regular basis and you will be able to track your progress.

When you have completed this assignment, return the CDA Planner course where you left off, and learn more about assembling the Portfolio and the CDA application process.

A fun video about procrastination awaits your return.

MONTH			
WK 1			
WK 2			
WK 3			
WK 4			
MONTH			
WK 1			
WK 2			
WK 3			
WK 4			

I plan to submit the CDA Application on: _____ (date)

CDA Portfolio must be completed within 6 months of application date.

Portfolio Development *Schedule the following Portfolio development tasks in the calendar above*

- | | |
|--|--|
| <input type="checkbox"/> TAB A – Summary & certificates of My CDA Education | <input type="checkbox"/> TAB E – COMPETENCY III: social/emotional development & guidance |
| <input type="checkbox"/> TAB B – Family Questionnaires and Summary | <input type="checkbox"/> TAB F – COMPETENCY IV: relationships with families |
| <input type="checkbox"/> TAB C – COMPETENCY I: safe, healthy environment | <input type="checkbox"/> TAB G – COMPETENCY V: well-run, purposeful program |
| <input type="checkbox"/> TAB D – COMPETENCY II: physical & intellectual competence | <input type="checkbox"/> TAB H – COMPETENCY VI: maintain commitment to professionalism |
| | <input type="checkbox"/> TAB I – PROFESSIONAL PHILOSOPHY STATEMENT |

You may have already completed some, or all, of the required training for the CDA Credential. CDA candidates are required to complete a total of 120 professional education hours – and must have the supporting documentation to verify the hours. This includes 10 hours for each of the designated eight (8) Subject Areas. The Subject Areas include the six competencies and two additional subject areas and are listed below.

Competency 1 = Planning a safe and healthy learning environment

Competency 2 = Advancing children’s physical and intellectual development

Competency 3 = Supporting children’s social and emotional development

Competency 4 = Building productive relationships with families

Competency 5 = Managing an effective program

Competency 6 = Maintaining a commitment to professionalism

Subject Area = Observing and recording children’s behavior

Subject Area = Understanding principles of child development and learning



What training have you completed? Do you have documentation for the training that you’ve completed? What training do you still need to complete?

This field assignment will involve three steps and may take about 1½ hours to complete. When you complete this assignment, you will have prepared the first entries for your CDA Portfolio.

1. Gather the documentation for all professional education that you have completed.

Documentation may include training certificates, transcripts, and letters of verification. Sort the documentation by Subject Area to make Step 2 easier to complete. Add the collection of documentation to Tab A of your Portfolio Notebook (assembled in the first field assignment).

TIP–If you completed Quorum online courses, your certificates are available online at your personal Quorum portal.

TIP–To qualify, professional education hours must be awarded by an agency or organization with expertise in early childhood teacher preparation. In-service professional development will qualify if you have an official letter of verification. The *Council for Professional Recognition* does not accept training offered at conferences or by an independent consult.

2. Inventory the professional education that you have completed.

Use the “*CDA Professional Development Planner*” to inventory the training that you have completed and for which you have documentation. The *Planner* includes a page for each of the 8 Subject Areas.

For each Subject Area, enter the name of the completed course and the hours completed. Add the number of completed hours for each Subject Area. A minimum of 10 hours is required for each Subject Area.

TIP—When you complete the Quorum “CDA Planner” online course, it will qualify for 5 hours in Subject Area VI—Maintaining Commitment to Professionalism.

- ❑ If you have less than 10 hours in any Subject Area, identify possible training options and add the course/session name and the number of hours for that training in the “Hours to be Scheduled” column.

TIP—Add training to be scheduled in pencil... so that you can easily update the information.

TIP—Online Quorum course options are listed on the *Planner* for convenient reference. However, local training events, in-service plans, or other online options should also be considered.

- ❑ Transfer the total hours (completed and the hours to be scheduled) for each Subject Area to the *CDA Professional Development Planner* summary page.

Total each column to determine how many hours have been completed and how many hours need to be scheduled.

Add these two numbers; do they total 120 hours? If not, identify additional training that you plan to complete. This training could be an upcoming local event, a college course, in-service training, or online courses. Record the additional training on the appropriate Subject Area page of the *Planner*, include the hours and update the column totals and the *Summary* page.

The screenshot shows the 'CDA Professional Development Planner' form. It features a table with three columns: 'Competency Subject Area', 'Hours Completed', and 'Hours to be Scheduled'. The subject areas listed include: I. Planning a safe, healthy learning environment; II. Advancing children's physical and intellectual development; III. Supporting children's social and emotional development; IV. Building productive relationships with families; V. Managing an effective program; VI. Maintaining a commitment to professionalism; VII. Observing and recording children's behavior; and VIII. Understanding principles of child development and learning. Below the table, there are instructions and a note: 'If your First Aid and Infant/Toddler CPR certificates are not current, add courses and "Hours to be Scheduled"'. A checkbox indicates to transfer total hours to the summary page.

The screenshot shows the 'CDA Professional Development Summary' form. It features a table with three columns: 'Competency Subject Areas', 'Hours Completed', and 'Hours to be Scheduled'. The subject areas listed are: I. Planning a safe, healthy learning environment; II. Advancing children's physical and intellectual development; III. Supporting children's social and emotional development; IV. Building productive relationships with families; V. Managing an effective program; VI. Maintaining a commitment to professionalism; VII. Observing and recording children's behavior; and VIII. Understanding principles of child development and learning. Below the table, there are instructions and a note: 'The CDA credential requires 120 hours of professional education. This includes a minimum of 10 hours for each of the Subject Areas listed above. To qualify, all hours must be awarded by an agency or organization with expertise in early childhood teacher preparation...'. A checkbox indicates to transfer total hours to the summary page.

3. Create a Professional Development Planning Calendar

Together the *Professional Development Planner* and the *Professional Development Planning Calendar* form a professional development roadmap as you prepare for the CDA Credential. Use the *Planner* and *Calendar* to monitor your progress and make updates as appropriate. Set a reasonable pace and a realistic timeline. Organize the work to avoid feeling last-minute pressure with too little time, and avoid taking too long.

The *Planning Calendar* covers 12 months (with 4 weeks for each month) so that you to schedule trainings by the week. Label the months and enter the number of hours to be scheduled at top of the *Planning Calendar*.



TIPS:

- For your reference, record the hours for each scheduled course in the column labeled “HRS.” Be sure to add the hours up at the bottom of each column.
- Record your training schedule using pencil so you can update it if your schedule changes.
- Remember some months may be particularly busy with holidays, in-service training, new enrollment, etc.

EXAMPLE: My Professional Development Planning Calendar

“After, gathering all the documents that support the training I’ve completed, I learned that I need another 55 hours of training. Because I listed the courses that I plan to take, on the *Professional Development Planner*, I used this information to organize my personal training calendar. I created an 8-month training schedule on the *Professional Development Planning Calendar* (from the course handouts). I included in-service training because I like the time with other teachers. I also included online training because I can pick the course topics and complete them at home whenever I have time. Now that I have a clear picture of the training I need and a schedule, I’m confident that I will be able to become a *Child Development Associate – a CDA teacher.*”

When you have completed the required 120 hours of training, fill out the “Summary of My CDA Education” form and include it in your Portfolio at Tab A. This form is required for the Portfolio and is located in the *CDA Competency Standards* book.



When you have completed this assignment, return the *CDA Planner* course where you left off, join the “*Professional Check-up Discussion*” and share your experience about the field assignment.

CDA Professional Development Summary

Competency Subject Areas	<small>MINIMUM 10 IN EACH COMPETENCY</small>	Hours Completed	Hours to be Scheduled
I. Planning a safe, healthy learning environment			
II. Advancing children’s physical and intellectual development			
III. Supporting children’s social and emotional development			
IV. Building productive relationships with families			
V. Managing an effective program			
VI. Maintaining a commitment to professionalism			
VII. Observing and recording children’s behavior			
VIII. Understanding principles of child development and learning			
SUB-TOTAL			
MINIMUM 120 HOURS TOTAL			

The CDA credential requires 120 hours of professional education. This includes a minimum of 10 hours for each of the Subject Areas listed above. To qualify, all hours must be awarded by an agency or organization with expertise in early childhood teacher preparation. In-service training hours qualify however conference hours and independent consultant training hours do not qualify.

Use the “**Professional Development Planner**” (course handout) to inventory completed professional education hours and hours to be scheduled. All professional education hours require supporting documentation (i.e. certificate, transcript, letter of verification).

Use the “**Professional Development Calendar**” (course handout) to schedule professional development courses that are identified on the **Planner**.

Competency Subject Area

I. Planning a safe, healthy learning environment

	Hours Completed*	Hours to be Scheduled
Course:		
Course:		
Course:		
Course:		
Course:		
Course:		
Course:		
QUORUM ONLINE TRAINING OPTIONS <i>The following courses may apply to multiple CDA subject areas and new courses are routinely added to Quorum</i>		
<i>Cut the Cooties! Communicable Disease Prevention in Child Care (2HRS)</i>		
<i>From Food to Physical Activity (4HRS)</i>		
<i>Juggling Act (4HRS)</i>		
<i>Keeping Our Kids Safe: Planning Ahead and Being Prepared (4HRS)</i>		
<i>Learning Environment (4HRS)</i>		
<i>Safe Sleep & Sweet Dreams for Infants (2HRS)</i>		
<i>Safe Space & Places to Grow & Learn (3HRS)</i>		
<i>Traveling with Precious Cargo (3HRS)</i>		
<i>Understanding Child Abuse & Prevention (3HRS)</i>		
Total:		

* DOCUMENTATION IS REQUIRED FOR COMPLETED HOURS

MINIMUM 10 HOURS REQUIRED

If your First Aid and Infant/Toddler CPR certificates are not current, add courses and "Hours to be Scheduled."

- Transfer** the total hours for this Competency Subject Area to the CDA Professional Development Summary (course handout) to determine how many hours you have completed and/or need to schedule.
- Add** the courses to be scheduled to the CDA Professional Development Calendar (course handout).

Competency Subject Area

II. Advancing children’s physical and intellectual development

	Hours Completed*	Hours to be Scheduled
Course:		
Course:		
Course:		
Course:		
Course:		
Course:		
Course:		
QUORUM ONLINE TRAINING OPTIONS <i>The following courses may apply to multiple CDA subject areas and new courses are routinely added to Quorum</i>		
<i>Foundations of Curriculum (4HRS)</i>		
<i>Foundations of Learning Every Day (3HRS)</i>		
<i>Growing Language for Infants and Toddlers (3HRS)</i>		
<i>Inspiring Creativity: All the World is a Stage (4HRS)</i>		
<i>Piramide: Interactive Storytelling (3HRS)</i>		
<i>Phonological Awareness: The Connection of Sounds to Reading (4HRS)</i>		
<i>STEM in the Preschool Classroom (4HRS)</i>		
<i>Teaching with Intention (4HRS)</i>		
Total:		

* DOCUMENTATION IS REQUIRED FOR COMPLETED HOURS

MINIMUM 10 HOURS REQUIRED

- Transfer** the total hours for this Competency Subject Area to the CDA Professional Development Summary (course handout) to determine how many hours you have completed and/or need to schedule.
- Add** the courses to be scheduled to the CDA Professional Development Calendar (course handout).

Competency Subject Area

III. Supporting children’s social and emotional development

	Hours Completed*	Hours to be Scheduled
Course:		
Course:		
Course:		
Course:		
Course:		
Course:		
Course:		
QUORUM ONLINE TRAINING OPTIONS <i>The following courses may apply to multiple CDA subject areas and new courses are routinely added to Quorum</i>		
<i>Building Positive Relationships (4HRS)</i>		
<i>Challenging Behavior: Reveal the Meaning (3HRS)</i>		
<i>Piramide: Power of Play (3HRS)</i>		
<i>Responsive Caregiving: Nurturing Caregiving with Infants & Toddlers (2HRS)</i>		
<i>School-Age Care: Learning by Design (5HRS)</i>		
Total:		

* DOCUMENTATION IS REQUIRED FOR COMPLETED HOURS

MINIMUM 10 HOURS REQUIRED

- Transfer** the total hours for this Competency Subject Area to the CDA Professional Development Summary (course handout) to determine how many hours you have completed and/or need to schedule.
- Add** the courses to be scheduled to the CDA Professional Development Calendar (course handout).

Competency Subject Area

IV. Building productive relationships with families

	Hours Completed*	Hours to be Scheduled
Course:		
Course:		
Course:		
Course:		
Course:		
Course:		
Course:		
QUORUM ONLINE TRAINING OPTIONS <i>The following courses may apply to multiple CDA subject areas and new courses are routinely added to Quorum</i>		
<i>Building Strong Relationships with Families (3HRS)</i>		
<i>Family Engagement: The Road to Better Outcomes for Children (4HRS)</i>		
<i>Honoring All Families (3HRS)</i>		
Total:		

* DOCUMENTATION IS REQUIRED FOR COMPLETED HOURS

MINIMUM 10 HOURS REQUIRED

- Transfer** the total hours for this Competency Subject Area to the CDA Professional Development Summary (course handout) to determine how many hours you have completed and/or need to schedule.
- Add** the courses to be scheduled to the CDA Professional Development Calendar (course handout).

Competency Subject Area

V. Managing an effective program

	Hours Completed*	Hours to be Scheduled
Course:		
Course:		
Course:		
Course:		
Course:		
Course:		
Course:		
Course:		
QUORUM ONLINE TRAINING OPTIONS <i>The following courses may apply to multiple CDA subject areas and new courses are routinely added to Quorum</i>		
<i>Administrative Leadership (4HRS)</i>		
<i>Program & Classroom Assessment (3HRS)</i>		
<i>Essentials of Leadership in Early Childhood Education (4HRS)</i>		
Total:		

* DOCUMENTATION IS REQUIRED FOR COMPLETED HOURS

MINIMUM 10 HOURS REQUIRED

- Transfer** the total hours for this Competency Subject Area to the CDA Professional Development Summary (course handout) to determine how many hours you have completed and/or need to schedule.
- Add** the courses to be scheduled to the CDA Professional Development Calendar (course handout).

Competency Subject Area

VI. Maintaining a commitment to professionalism

	Hours Completed*	Hours to be Scheduled
Course:		
Course:		
Course:		
Course:		
Course:		
Course:		
Course:		
QUORUM ONLINE TRAINING OPTIONS <i>The following courses may apply to multiple CDA subject areas and new courses are routinely added to Quorum</i>		
<i>CDA Planner (4HRS)</i>		
<i>Foundations of Quality Teams (4HRS)</i>		
<i>Implementing Quality Teams (4HRS)</i>		
<i>Teacher Leadership (34HRS)</i>		
<i>Reflective Teacher (3HRS)</i>		
Total:		

* DOCUMENTATION IS REQUIRED FOR COMPLETED HOURS

MINIMUM 10 HOURS REQUIRED

- Transfer** the total hours for this Competency Subject Area to the CDA Professional Development Summary (course handout) to determine how many hours you have completed and/or need to schedule.
- Add** the courses to be scheduled to the CDA Professional Development Calendar (course handout).

Competency Subject Area

VII. Observing and recording children’s behavior

	Hours Completed*	Hours to be Scheduled
Course:		
Course:		
Course:		
Course:		
Course:		
Course:		
Course:		
QUORUM ONLINE TRAINING OPTIONS <i>The following courses may apply to multiple CDA subject areas and new courses are routinely added to Quorum</i>		
<i>Child Assessment: The Essentials of Individualizing (4HRS)</i>		
<i>Child Language Development & Signs of Delay (3HRS)</i>		
<i>Dual Language Learners (3HRS)</i>		
<i>Learn Every Day Through the Senses (3HRS)</i>		
Total:		

* DOCUMENTATION IS REQUIRED FOR COMPLETED HOURS

MINIMUM 10 HOURS REQUIRED

- Transfer** the total hours for this Competency Subject Area to the CDA Professional Development Summary (course handout) to determine how many hours you have completed and/or need to schedule.
- Add** the courses to be scheduled to the CDA Professional Development Calendar (course handout).

Competency Subject Area

VIII. Understanding principles of child development and learning

	Hours Completed*	Hours to be Scheduled
Course:		
Course:		
Course:		
Course:		
Course:		
Course:		
Course:		
QUORUM ONLINE TRAINING OPTIONS <i>The following courses may apply to multiple CDA subject areas and new courses are routinely added to Quorum</i>		
<i>Developmental Milestones: Teacher, Teachers, What Do You See (4HRS)</i>		
<i>(The) Developing Infant & Toddlers (3HRS)</i>		
<i>Exploring the Piramide Approach (3HRS)</i>		
<i>Growing Language for Infants & Toddlers (3HRS)</i>		
<i>Piramide: Enriching Play (3HRS)</i>		
Total:		

* DOCUMENTATION IS REQUIRED FOR COMPLETED HOURS

MINIMUM 10 HOURS REQUIRED

- Transfer** the total hours for this Competency Subject Area to the CDA Professional Development Summary (course handout) to determine how many hours you have completed and/or need to schedule.
- Add** the courses to be scheduled to the CDA Professional Development Calendar (course handout).



NUMBER HOURS TO BE SCHEDULED:

CDA Professional Development Planning Calendar

MONTH	HRS	HRS	HRS	HRS
Wk 1				
Wk 2				
Wk 3				
Wk 4				
TOTAL HOURS ABOVE:				
MONTH				
Wk 1				
Wk 2				
Wk 3				
Wk 4				
TOTAL HOURS ABOVE:				
MONTH				
Wk 1				
Wk 2				
Wk 3				
Wk 4				
TOTAL HOURS ABOVE:				

*120 hours of CDA eligible courses must be completed prior to application date.
Print as many of copies of this calendar needed to plan for all 120 hours.*

Below is a list of current courses available from Quorum; the number in parenthesis is the number of training hours for the course. Full course descriptions are available at qassist.com, under Quorum Learning, select Courses to see our catalog.



Administrative Leadership (4)



Building Positive Relationships (4)



Building Strong Relationships with Families (3)



Challenging Behavior: Reveal the Meaning (3)



Child Assessment: The Essentials of Individualizing (4)



Child Language Development and Signs of Delay (3)



Classroom & Program Assessment (4)



Cut the Cooties! Communicable Disease Prevention in Child Care (2)



Developmental Milestones: Teacher, Teacher What Do You See (4)



Dual Language Learners (4)



Essentials of Leadership in ECE (4)



Family Engagement: Road to Better Outcomes for Children (4)



Foundations of Curriculum (4)



Foundations of Quality Teams (4)



From Food to Physical Activity (4)



Honoring All Families (4)



Implementing Quality Teams (4)



Inspiring Creativity: All the World is a Stage (4)



Juggling Acts: Schedules, Routines, Transitions (4)



Kaplan: Foundations of Learning Every Day (3)



Kaplan: Growing Language for Infants & Toddlers (3)



Kaplan: Learning Every Day Through the Senses (3)



Keeping Our Kids Safe: Planning Ahead & Being Prepared (4)



Learning Environment (4)



Phonological Awareness: The Connect of Sounds and Reading (4)



Piramide: Power of Play (3)



Piramide: Enriching Play (3)



Piramide: Exploring Piramide Approach (3)



Piramide: Foundations of Piramide Approach (20)



Piramide: Interactive Storytelling (3)



Responsive Caregiving: Nurturing Caregiving with Infants and Toddlers (2)



Safe Sleep & Sweet Dreams for Infants (2)



Safe Space & Places to Grow & Learn (3)



School Age Care: Learning by Design (3)



STEM in Preschool Classroom (4)



Teacher Leadership (LS3) (3)



Teaching with Intention (4)



The Developing Infant & Toddler (4)



The Reflective Teacher (3)



Transportation Training for Georgia (3)



Traveling with Precious Cargo (3)

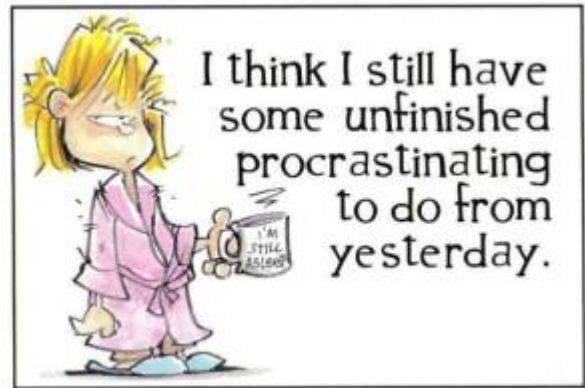


Understanding Child Abuse & Prevention (3)

New courses are routinely added to Quorum, so be sure to check out the catalog on a regular basis.

If you completed the first two field assignments, you have a professional development plan and organized your portfolio. You have probably completed some or all of the required training and you may have gathered some of the documents for your portfolio.

This is a good time to check-in and ensure that you have a support network. This field assignment will take about one hour to complete. When you have completed this assignment, return to the course and share your experience in the Support Check-In Discussion.



Field Assignment

Select three people whom you can count on for support – or who will be supportive of your CDA goals. Set aside 20 minutes for an informal, casual connection with each person (such as a cup of coffee, a leisure walk, or a phone conversation). Different people will offer different kinds of support.

Share your plans, hopes and doubts, or perhaps talk about your philosophy about how young children learn and develop. You pick the topic that is of most interest to you.

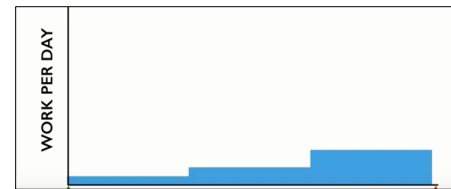
- Does talking with others help clarify your reflections?
- Are you stalled, are daily demands getting in the way of progress?
- What kind of support is most helpful for you?

When you've completed this assignment, return to the course where you left it and share your experience and thoughts in the Discussion.

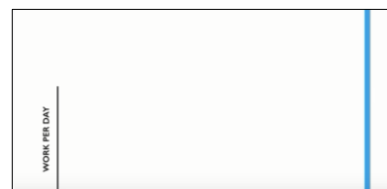
Video Transcript of Tim Urban

So in college, I was a government major, which means I had to write a lot of papers. Now when a normal student writes a paper they might spread the work out a little like this *[points to graphic image]*. So you know, you get started maybe a little slowly, but you get enough done in the first week that, with some heavier days later on, everything gets done and things stay civil. And I would want to do that like that *[points to graphic image]*, that would be the plan. I would have it all ready to go, but then actually the paper would come along, and then I would kind of do this *[points to graphic image]* and that would happen every single paper.

But then came my 90-page senior thesis. A paper you're supposed to spend a year on. I knew for a paper like that my normal workflow was not an option, it was way too big a project, so I planned things out and I decided I kind of had to go something like this *[points to graphic image]*. This is how the year would go, so I'd start off light and I'd bump it up in the middle months and then at the end I would kick it up into high gears. A little staircase, how hard could it be, just walk up the stairs, no big deal right.



But then funniest thing happened, those first few months, they came and went and I couldn't quite do stuff. So, we had an awesome new revised plan, *[points to graphic image]* and then, but then those middle months actually went by and I didn't really write words, and so we were here *[points to*

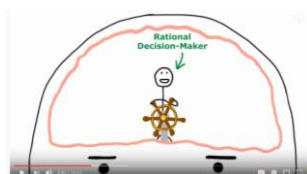


one day I woke up with three days until the deadline still not having written a word. And so I did the only thing I could, I wrote 90 pages over 72 hours, pulling, not one but two all-nighters. Humans are not supposed to pull two all-nighters. I sprinted across campus, dove slow motion, and got it in just at the deadline. I thought that was the end of everything, but a week later I get a call. It's the school, and they say is this Tim Urban, and I say yeah, and they say we need to talk about your thesis. I say okay, and they say it's the best one we've ever seen *[pause for laughter]*.

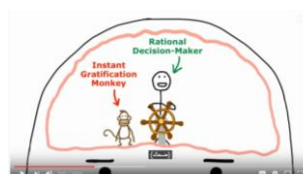
That did not happen, *[laughter]* it was a very, very bad thesis. I just wanted to enjoy that one moment when all of you thought this guy is amazing. No, no it was very, very bad. Anyway, today I'm a writer blogger guy. I write the blog, wait but why, a couple years ago I decided to write about procrastination. My behaviors always perplexed the non-procrastinators around me and I wanted to explain to the non-procrastinators of the world what goes on in the heads of procrastinators and why we are the way we are.

Now I had a hypothesis that the brains of procrastinators were actually different than the brains

of other people. And to test this, I found an MRI lab that actually let me scan both my brain and the brain of a proven non-procrastinator and so I could compare them. And I actually brought them here to show you today and I want you to take a look carefully to see if you can notice a difference. And I know that if you're not a trained brain expert it's not that obvious. But just take a look, okay, so here's the brain of a non-procrastinator *[points to graphic image, laughter]*.



Now here's my brain.



There is a difference, both brains have a rational decision-maker in them but the procrastinator's brain also has an instant gratification monkey. Now what does this mean for the procrastinator. Well, means everything's fine until this happens *[points to graphic image, laughter]*. So, the rational decision-maker will make the rational decision to do something productive, but the monkey doesn't like that plan. So, he actually takes the wheel and he says,

"Actually let's read the entire Wikipedia page of the Nancy Kerrigan/Tonya Harding's scandal because I just remember that that happened. Then, [pause, laughter] then we're going to go over to the fridge we're gonna see if there's anything new in there since 10 minutes ago, after that we're gonna go on a YouTube spiral that starts with videos of Richard Fineman talking about magnets and ends much, much later with us watching interviews with Justin Bieber's mom. All of that's gonna take a while so we're not gonna really have room on the schedule for any work today sorry."

Now what is going on here? The instant gratification monkey does not seem like a guy you want behind the wheel. He lives entirely in the present moment. He has no memory of the past, no knowledge of the future, and he only cares about two things – easy and fun. Now in the animal world that works fine. If you're a dog and you spend your whole life doing nothing other than easy and fun things you're a huge success. And to the monkey, humans are just another animal species, yes, to keep well slept, well fed, and propagating into the next generation, which in tribal times might have worked okay. But if you haven't noticed now, we're not in tribal times. We're in an advanced civilization and the monkey does not know what that is, which is why we have another guy in our brain, the rational decision-maker, who gives us the ability to do things no other animal can do. We can visualize the future, we can see the big picture, we can make long-term plans. And he wants to take all of that into account, and he wants to just have us do whatever makes sense to be doing right now.

Now sometimes it makes sense to be doing things that are easy and fun, like when you're having dinner or going to bed, or enjoying, well, or in leisure time. That's why there's an overlap,

sometimes they agree. But other times it makes much more sense to be doing things that are harder and less pleasant for the sake of the big picture and that's when we have a conflict. And for the procrastinator that conflict tends to end a certain way every time, leaving him spending a lot of time in this orange zone, an easy and fun place that's entirely out of the makes-sense-circle *[points to graphic image]*. I call it the **dark playground** *[laughter]*.

Now, the dark playground is a place that all of you procrastinators out there know very well. It's where leisure activities happen at times when leisure activities are *not* supposed to be happening. The fun you have in the dark playground isn't actually fun because it's completely unearned and the air is filled with guilt, dread, anxiety, self-hatred, all those good procrastinator feelings. And the question is, in this situation with the monkey behind the wheel, how does the procrastinator ever get himself over here to this blue zone *[points to graphic image]* a less pleasant place, but where really important things happen. Well, turns out that the procrastinator has a guardian angel, someone who's always looking down on him and watching over him in his darkest moments. Someone called the panic monster *[points to graphic image, laughter]*.

Now the panic Monster is dormant most of the time but he suddenly wakes up anytime a deadline gets too close, or there's danger of public embarrassment, a career disaster, or some other scary consequence. And importantly, he's the only thing that the monkey is terrified of. Now, he became very relevant in my life pretty recently because people of TED reached out to me about six months ago and invited me to do a TED talk. Now of course I said, "Yes." It's always been a dream of mine to *have done* a TED talk in the past. *[pause laughter]* But in the middle of all this excitement, the rational decision makers seem to have something else in his mind.

He was saying, "are we clear on what we just accepted? Do we get what's going to be now happening one day in the future? We need to sit down and work on this right now." And the monkey said, "Totally agree, but also let's just open Google Earth and let's zoom in to the bottom of India, like 200 feet above the ground. We're going to scroll up two and a half hours, till we get to the top of the country so we can get a better feel for India." So that's what we did that day.

As six months turned into four and then two and then one, the people of TED decided to release the speakers and I opened up the website and there was my face staring right back at me and guess who woke up. *[Laughter]* So the panic monster starts losing his mind and a few seconds later the whole system's in mayhem. *[Laughter]* And the monkey, remember he's terrified of the panic monster, boom he's up the tree, and finally – finally the rational decision-maker can take the wheel and I could start working on the Talk.

Now, the panic monster explains all kinds of pretty insane procrastinator behavior, like how someone like me could spend two weeks unable to start the opening sentence of a paper and then miraculously find the unbelievable work ethic to stay up all night and write eight pages. And

this entire situation with the three characters, this is the procrastinators system, it's not pretty but in the end – it works. And this is what I decided to write about on the blog. Just a couple years ago now, I was amazed by the response literally thousands of emails came in from all different kinds of people from all over the world doing all different kinds of things. These are people who were nurses and bankers and painters and engineers, and lots and lots of PhD students. And they were all writing, saying the same thing, "I have this problem too."

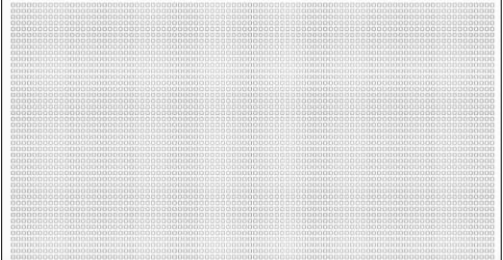
But what struck me was the contrast between the light tone of the post and the heaviness of these emails. These people were writing with intense frustration about what procrastination had done to their lives, about what this monkey had done to them. And I thought about this, and I said but the procrastinator system works... so then what's going on. Why are all these people in such a dark place?

Well, it turns out that there's two kinds of procrastination. Everything I've talked about today, the examples I've given, they all have deadlines. When there's deadlines the effects of procrastination are contained to the short term because the panic monster gets involved. But there's a second kind of procrastination that happens in situations when there is no deadline. So if you want to have a career, we want to be a self-starter, something in the arts something entrepreneurial... there's no deadlines on those things at first because nothing's happening at first, not until you've gone out and done the hard work to get some momentum to get things going.

There's also all kinds of important things outside of your career that don't involve any deadlines, like seeing your family, or exercising and taking care of your health, working on your relationship, or getting out of a relationship that isn't working. Now if procrastinators' only mechanism of doing these hard things is the panic monster that's a problem because in all of these non-deadline situations the panic monster doesn't show up. He has nothing to wake up for, so the effects of procrastination they're not contained. They just extend outward forever. And it's this long-term kind of procrastination that's much less visible and much less talked about than the funnier short-term deadline based kind.

It's usually suffered quietly and privately, and it can be the source of a huge amount of long-term unhappiness and regrets. And I thought, you know, that's why these people are emailing and that's why they're in such a bad place. It's not that they're cramming for some project, it's that long-term procrastination has made them feel like a spectator, at times, in their own lives. You know, the frustration was not that they couldn't achieve their dreams, it's that they weren't even able to start chasing them. So, I read these emails and I had a little bit of an epiphany, that I don't think non-procrastinators exist. That's right, I think all of you are procrastinators. Now you might not all be a mess, like some of us, and some of you may have a healthy relationship with deadlines, but remember the monkey's sneakiest trick is when the deadlines aren't there.

Now I want to show you one last thing, I call this a life calendar [points to graphic image]. That's one box for every week of a 90-year life that's not that many boxes especially since we've already used a bunch of those.



So, I think we need to all take a long hard look at that calendar. We need to think about what we're really procrastinating on, because everyone is procrastinating on something in life. We need to stay aware of the instant gratification monkey, that's a job for all of us, and because there's not that many boxes on there [graphic image].

It's a job that should probably start today – well maybe not today – you know sometime soon. Thank you. <https://youtu.be/ari7oStGLkU>