CDA GUIDELINES FOR CREATING A SENIOR PROJECT PROFESSIONAL PORTFOLIO

BREVARD COLLEGE

EARLY CHILDHOOD EDUCATION INTEGRATED STUDIES MAJOR

MARCH 2016
# Table of Contents

Overview of the CDA Credential and Professional Portfolio ................................................. 3
Why Brevard College students should know about the CDA Credential ........................................ 3

Understanding CDA Competency Standards and the Resource Collection .............................. 4
There is no guesswork—it’s all organized for you! ................................................................. 5

What’s in the CDA Professional Portfolio? ........................................................................... 5
The Senior Project CDA Professional Portfolio contains: ......................................................... 6
Preparing Your Senior Project Professional Portfolio ............................................................. 6
Materials ........................................................................................................................................ 6
Getting Started ............................................................................................................................. 7
Putting It Together in the Required Order ............................................................................... 8

Guidelines for Writing CDA Reflective Competency Statements ........................................ 10
Prompts for Writing Successful CDA Reflective Competency Statements and the Professional Philosophy Statement ............................................................ 11
The Professional Philosophy Statement .................................................................................... 13

What do I do with my completed Professional Portfolio/Senior Project? .......................... 14

I’m thinking about the CDA Credential so what are my next steps? .................................. 15

Preparing for the CDA Credentialing Process ..................................................................... 16
Required work settings............................................................................................................... 16
Applying for the CDA Credential and Fees ........................................................................ 16
The CDA Exam ............................................................................................................................ 16
Awarding the CDA Credential .................................................................................................. 17

References ................................................................................................................................. 18
Appendices

A (Crosswalk with CDA Subject Areas) .................................................................................. pp. 19-21
B (Competencies-At-A-Glance) ............................................................................................... pp. 22-23
C (My CDA Professional Portfolio) ........................................................................................ pg. 24
D (Summary of My CDA Education) ....................................................................................... pg. 25
E (Family Summary and Questionnaires) ................................................................................ pp. 26 – 32
F (Sample Template for Competency Statements) ................................................................. pp. 33-34
G (Sample Template for Professional Philosophy) ................................................................. pg. 35
H (CDA Credentialing Process Overview) ............................................................................. pg. 36
Overview of the CDA Credential and Professional Portfolio

The Child Development Associate (CDA) Credential is the most widely recognized credential in early childhood education and serves as a career stepping stone for many early childhood educators. The CDA Credential is based on a core set of Competency Standards and is used as a guide by those desiring to become qualified early childhood educators as well as a means of demonstrating mastery of the knowledge, skills, and understanding of young children’s development.

The Council for Professional Recognition has oversight of the CDA National Credentialing Process. The CDA credentialing process was established in 1971 to enhance the quality and competency of early care and learning professionals throughout the United States. The Council sets policies and procedures for assessment and credentialing, publishes the Competency Standards (updated in 2013) and other materials used for CDA credentialing, and administers the assessment. The CDA is considered the premier credential for early childhood educators due to its validity, transferability, and competency-based design. The six CDA Competency Standards provide the foundation for what early childhood educators should know and be able to do effectively in any setting in which they are employed including infant-toddler, preschool, family child care, and home visitor programs.

Obtaining the CDA Credential is a multi-step process that involves application, preparation, assessment, and demonstration. A critical piece of this last step is the development of the CDA Professional Portfolio which is a collection of reflective essays, artifacts, and resources highlighting one’s philosophy and practices in working with young children and their families. According to the latest guidelines established by the Council for Professional Recognition in 2013, the purpose of the Professional Portfolio is to be a reflective professional development experience and should be used and increased throughout one’s career.

Why Brevard College students should know about the CDA Credential

Brevard College students enrolled in the Early Childhood Education Track in Integrated Studies are ideal candidates for the CDA Credential due to the academic preparation they receive in conjunction with continuous field experiences completed in a variety of settings well-suited for future early childhood educators. In particular, creation of the CDA Professional Portfolio provides a model integrative senior project in which to showcase developing competencies, philosophies, and experiences in working with young children. Although the CDA Profession Portfolio is ultimately used by program graduates who are employed in early childhood settings and are in pursuit of the CDA credential, there is value in developing the portfolio as an integrated senior project prior to graduation.

First, it requires early childhood education track students to understand and follow the portfolio organization established by the Council for Professional Recognition. Second, it enables students to collect course materials and assignments that highlight their understanding of child development and learning and demonstrate their dispositions in supporting young children’s
development. Third, it creates a job interview portfolio regardless if the graduate plans to pursue the CDA Credential. Finally, it starts the process for those who will go on to complete the assessment and verification steps in becoming a fully credentialed Child Development Associate post graduation.

The purpose of this guide is to assist Early Childhood Education Track majors in creation of a CDA Professional Portfolio as a first step in the credentialing process, should graduates of the program decide to pursue the CDA Credential. Although the Council for Professional Recognition credentials professionals who work in all types of early child care and education programs, graduates of Brevard College will most likely choose either the infant-toddler or preschool credential as it most closely aligns with current curriculum.

Understanding CDA Competency Standards and the Resource Collection

There are eight subject areas interwoven within the six CDA Competency Standards which are addressed throughout the Early Childhood Education Integrated Studies curriculum. Appendix A provides information about each of the CDA subject areas, corresponding topics, and Brevard College courses which target the subject areas. This table will be very helpful as you begin preparing the Professional Portfolio as it contains samples of assignments and reflections which you may want to include in the portfolio to document knowledge in specific competency areas.

<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Functional Areas</th>
</tr>
</thead>
</table>
| **Competency Standard 1: To establish and maintain a safe, healthy learning environment.** | • Safe  
• Healthy  
• Learning environments |
| **Competency Standard 2: To advance physical and intellectual competency.**       | • Physical  
• Cognitive  
• Communication  
• Creativity |
| **Competency Standard 3: To support social and emotional development and to provide positive guidance.** | • Self  
• Social  
• Guidance |
| **Competency Standard 4: To establish positive and productive relationships with families.** | • Families |
| **Competency Standard 5: To ensure a well-run, purposeful program that is responsive to participant needs.** | • Program Management |
| **Competency Standard 6: To maintain a commitment to professionalism.**            | • Professionalism |
Each of your six competency statements (CS) will be followed by a prescribed resource collection (RC) which will provide evidence and documentation of how you put into teaching practice what you have written for each standard. Each reflective statement is 300-500 words in length.

Now is a good time to begin using the preferred abbreviations in the credentialing process and which will be used in your senior project portfolio. Throughout this guide and your portfolio, use the capital letters CS to refer to a competency standard and RC to refer to the corresponding resource collection.

There is no guesswork--it’s all organized for you!

The nicest thing about creating a CDA Credential Professional Portfolio for the senior project is that the Council for Professional Recognition provides a detailed outline for the portfolio and all you have to do is follow this step-by-step in order to create a cohesive showcase of essential competencies needed by entry-level early childhood educators. There are even prompts provided for the written competency statements and examples of how to write a statement are included in this guide. There is no guesswork involved in the process, however, it does entail time in thinking about and writing competency statements (CS), gathering appropriate items for the resource collection (RC), and putting everything together. You will need to become familiar with and use the outline and naming format modeled in this handbook and required for the Professional Portfolio.

Please note: A stop sign 🚫 has been included in the guide to alert you to slight changes between the portfolio you are creating for your senior project and the Professional Portfolio you will submit for the CDA Credential, should you decide to work on the credentialing process after graduation.

What’s in the CDA Professional Portfolio?

The first step in deciding what goes into your CDA Professional Portfolio is to determine the area of the credential you will be seeking. If you will be applying for the center-based Infant-Toddler Credential, the following is a key requirement for your senior project portfolio:

- The **CS and RC** will be focused on your training and experience with children ages birth through 36 months and include young infant (birth to 8 months), mobile infants (9-17 months); and toddlers (18-36 months).

If you will be applying for the center-based Preschool Credential, this is the key requirement for your senior project portfolio:

- The **CS and RC** will be focused on training and experience with children ages 3 through 5 years,

Regardless which credential avenue you choose, the six Competency Standards and thirteen Functional Areas are the same as are the order and format for the Professional Portfolio.
The Senior Project CDA Professional Portfolio contains:

- The *My CDA Professional Portfolio* cover sheet found in Appendix C of this guide. This provides the specific order of the portfolio components and serves as a checklist for building the portfolio to ensure it contains all required components.

- The *Summary of my CDA Education* cover sheet. This documents your Brevard College academic and field experiences work in each of the eight CDA subject areas. Copies of transcripts, letters and certificates of any specialized training (i.e., pediatric CPR, first aid, SIDS) must be included in this section. This form is located in Appendix D.

- *Family Questionnaires Summary Sheet and Questionnaires*. This section of the portfolio is marked with a stop sign to let you know this is a tab that students will not able to complete. However, you will file a copy of the CDA *Family Questionnaires Summary Sheet and copies of the CDA Questionnaires in English and Spanish* located in Appendix E as a “holding” spot for later. When you are employed or volunteer as an early childhood educator and are seeking the CDA Credential, you will follow directions for distribution and compilation of the required family surveys which will then be filed in your Professional Portfolio.

- *Six Reflective Statements of Competence (CS)* which are written statements of your own teaching practices, including one for each of the six CDA Competency Standards listed on page 2 of this guide. Statements are to be 300-500 words in length.

- *Resource Collection (RC)* items as outlined on the *My CDA Professional Portfolio* cover sheet located in Appendix C. Details about each resource can be found on pages 8-10 of this guide.

- *Professional Philosophy Statement* which is a written summary of your professional beliefs and values about early childhood education, how young children learn, and your role as a future early childhood educator (no more than two pages in length).

Preparing Your Senior Project Professional Portfolio

Now it is time to start creating the shell of your Professional Portfolio into which you will add many items. Your portfolio may be arranged in any creative way you choose such as organized in a three-ring binder, contained inside folders in a file box or created online. While there are no specific requirements about how it should look, it must be legible, look professional, and be manageable in size and portability. Remember, too, that as the senior project, it will be viewed by faculty and student peers and will be graded. Contents should be clearly labeled so that anyone looking at it can quickly find each piece of information. While you are encouraged to be creative in its appearance, please refrain from extra clutter that can distract from the quality of the required information.

Materials

To organize your portfolio in a binder, you will need the following:

- A 4-5 inch 3-ring binder
- 9-10 tabbed dividers (buy the kind that are three-hole punched)
- 25-35 plastic sleeve-protectors to hold the various materials and resources
To organize your Professional Portfolio in a file box, you will need the following:

- A medium sized file box, either heavy cardboard or plastic
- 9-10 hanging file folders
- 9-10 file folder tabs, in different colors
- 25-30 plastic sleeve-protectors to hold the various materials and resources
- A pack of stick-on white mailing labels

You may also decide to create an electronic portfolio using the Brevard College format. Talk with your senior project faculty advisor about the software program used by other education majors.

**Getting Started**

Organize your Portfolio following the *My CDA Professional Portfolio* checklist found in Appendix C. This checklist tells you how to label the tabs A-I and what each contains. For example, Tab B will contain the *Family Questionnaires Summary Sheet and Questionnaires* and Tab I is where you will file your Professional Philosophy Statement. Tabs C-H contain each of the six Competency Statements (CS) followed by the resource collection (RC) required for that standard. Use a different color for each section to make them easy to differentiate. It is recommended that you make several work copies of the *My CDA Professional Portfolio* for the purpose of keeping yourself organized and marking tabs that are finished or in process as you create the portfolio. A clean copy of this page with all areas checked is the required cover sheet for your portfolio.

Each item in your portfolio should be labeled and numbered. In each section, use the same color tabs on all items included in that section. (Note and use the numbering format required in the Professional Portfolio. For example, RC I-3 would refer to the resource collection for competency statement one, item number three; CS III would refer to competency statement three). You may want to put each resource in a separate plastic sleeve and then label it using a white mailing label. This is a good way to make sure you have all of the required resources. You may also want to add graded course assignments, projects, pictures, video links of your teaching, in the appropriate competency area. If so, put items in plastic sleeves, label, and file behind the required resource collection for the competency statement.

You can add some decorative items such as an attractive cover or personalized section dividers using children’s artwork or photos. If you are into scrapbooking, you may want to incorporate scrapbooking papers and décor but you are cautioned not to over-do decorative elements. Keep the overall look of your Portfolio clean and professional.
Putting It Together in the Required Order

Here is a list of the items that must be in your Professional Portfolio and the required order in which they should appear.

- **Cover Page:** Your CDA Professional Portfolio cover sheet (copy and use the one in Appendix C)

- **Tab A:** Summary of My CDA Education (complete the form located in Appendix D)
  - My CDA Education cover sheet
  - Transcripts and relevant certificates
  - You may cite specific field experiences and academic assignments from Appendix A to support your knowledge in specific areas

- **Tab B:** *Family Questionnaires Summary Sheet and English/Spanish copies of Questionnaires* (copy the five pages in Appendix E and leave all blank blank)

- **Tab C:** Reflective Competency Statement I (CS I)
  *To establish and maintain a safe, healthy learning environment* followed by this resource collection, numbered and in this order:
  - Resource collection item RC I-1: **certificate of first aid course or pediatric CPR** course (if available)
  - Resource collection item RC I-2: **one feeding schedule or menu** used in your practicum setting. Ideally the schedule or menu would be ones that you have participated in serving to and/or designing for children.
  - Resource collection item RC I-3: **sample weekly plan** that includes goals for children’s learning and development, brief descriptions of planning learning experiences and accommodations for children with special needs. This may be a copy of activities, lessons, or solo week plans used in practicum.

- **Tab D:** Reflective Competency Statement II (CS II)
  *To advance physical and intellectual competency* followed by this resource collection, numbered, and in this order:
  - Resource collection items RC II-1 - RC II-9: nine **learning experiences** (activities), written in your own words, including one from each of the curricular areas listed below. These can be a mix of those completed for courses, field experiences, and practicum. For each activity, indicate the age group (infants, toddlers, preschoolers) and list the intended goals, materials, and teaching strategies. Specify how it was developmentally appropriate for the age group.
    - RC II-1 Science/Sensory
    - RC II-2 Language and Literacy
    - RC II-3 Creative Arts
    - RC II-4 Fine motor (indoor activity)
    - RC II-5 Gross Motor (outdoor activity)
    - RC II-6 Self Concept
    - RC II-7 Emotional Skills/Regulation
• **Tab E: Reflective Competency Statement III (CS III)**
  *To support social and emotional development and to provide positive guidance* followed by this resource collection, numbered, and in this order:
  - Resource collection RC III: a **bibliography** that includes the titles, authors, publishers, copyright dates, and short summaries of ten developmentally appropriate children’s books that you have used with young children. The list should include a variety of topics related to children’s lives and challenges such as cultural or linguistic group identity, gender identity, children with special needs, separation/divorce/remarriage/family structures, and phases of life cycle.

• **Tab F: Reflective Competency Statement IV (CS IV)**
  *To establish positive and productive relationships with families* followed by this resource collection, numbered, and in this order:
  - Resource collection item RC IV-1: the name and contact information of a local agenda that provides family counseling.
  - Resource collection item RC IV-2: the name and contact information of a **translation service** for families whose first language is other than English and an interpreter service for families using American Sign Language.
  - Resource collection item RC IV-3: the name and contact information and brief descriptions of two community agencies providing resources and services for children with disabilities.
  - Resource collection item RC IV-4: a list of three or more websites and brief descriptions of each, that provide current information to help families understand how young children develop and learn. Include one current article for each website. One article must relate to child guidance.

• **Tab G: Reflective Competency Statement V (CS V)**
  *To ensure a well-run, purposeful program that is responsive to participant needs* followed by this resource collection, numbered, and in this order:
  - Resource collection items RC V: three samples of **record keeping forms** that you have used/have seen used in field experience or practicum. Include an accident report form, an emergency form, and a completed tool form that you have used to observe and document a child development/learning process (without child’s name).

• **Tab H: Reflective Competency Statement VI (CS VI)**
  *To maintain a commitment to professionalism* followed by this resource collection, numbered, and in this order:
  - Resource collection item RC VI-1: name and contact information of a North Carolina agency that is responsible for the regulation of child care centers and family child care homes. Make a copy of the sections that describe the
qualification requirements for personnel (teachers, directors, and assistants) and group size, adult-child ratio requirements.

- Resource collection item RC VI-2: a list of two or three early childhood associations (national, regional, state or local) including website addresses, and a description of the professional resources and membership opportunities they each offer.

- **Tab I: Professional Philosophy Statement**
  - This is the final reflective essay of your Professional Portfolio and is where you will summarize your professional beliefs and values about early childhood education. It should be no more than two pages in length and should tie together the six Competency Statements (CS). There is no **RC required for this section**.

**Guidelines for Writing CDA Reflective Competency Statements**

You will be writing six reflective essay statements plus a professional philosophy statement for the Professional Portfolio/Senior Project. These are a key part of the portfolio and you should take plenty of time to think about each statement and write a well-thought out, organized statement. It is highly recommended that you divide each statement into the Functional Areas included in the Competency Standard (Appendix B) and write to each area. This assures your paragraphs answer why each Functional Area is important along with 2-3 examples of what you will do every day (teaching practices and strategies) to meet the functional area. Many of the competency statements (CS) require the use of specific resources from your Resource Collection (RC) as the focus of the written reflection. Each statement should be no more than 500 words in length. The RC is not included in this word count.

As this Professional Portfolio shell functions as a senior project and you are not yet a full-time early childhood educator, the essays should be written in **future tense** letting faculty and peers who will be reviewing this project know how you will perform when you are employed post graduation. If you decide to apply for the CDA Certification, it will then be very easy to convert the essays into present tense to indicate the teaching practices in your own classroom. As a senior project, you may also include graded course assignments, pictures, video links of your teaching, and other outstanding documents that support your written competency statement (CS). If you choose to include these items, place them behind the required items in the **RC**, in plastic sleeves.

Here is an example of how you might write a paragraph addressing Functional Area 2 (*healthy*) of Competency Standard 1: *To establish and maintain a safe, healthy learning environment.*

**Why the Functional Area is important:** Example: “I know that maintaining a healthy environment in early childhood learning environments is important because young children in
child care settings are more likely to be exposed to germs and their immune systems are not yet fully developed.”

**What you will do every day to meet the Functional Area in your future classroom:** *Example:*
“To make sure my environment is healthy for children, I will practice and model a safe hand washing method using liquid soap and paper towels, counting to 20 during the process to prevent the spread of germs. I will teach the children to use this same washing routine and will have them sing the song “This is the Way I Wash My Hands, Wash My Hands, Wash My Hands” (equal to 20 seconds) during the process.

Each Reflective Competency Statement (CS) should be:

- Labeled with the Competency Standard number and description as well as the Functional Area(s) covered in the statement and your name should be on each page of the essay
- Clear and concise
- Written on a separate sheet of paper
- Spell-checked, written in complete sentences, and grammatically correct
- Typed in 11-12 pt font using Times New Roman (preferred) or Arial
- Between 300 - 500 words long; no longer than two pages (no exceptions)

**Prompts for Writing Successful CDA Reflective Competency Statements and the Professional Philosophy Statement**

Here are prompts for each CS to help you successfully address each component of the essays you will be writing. Please note the stop sign that has been included in this section to alert you to slight changes between the portfolio you are creating for your senior project and the Professional Portfolio you will submit for the CDA Credential, should you decide to work on the credentialing process after graduation.

**CSI Competency Statement I (To establish and maintain a safe, healthy learning environment):**

Begin with a paragraph describing how your teaching practices meet this standard OR you may choose to write one paragraph for each function area. Then write at least one paragraph addressing each of the following:

**CS 1a** Reflect on the sample menu you included in the Resource Collection for (RC I-2). If you designed the menu, how does it reflect on your commitment to the nutritional needs of children in your care? If you did not create the menu, tell what you think are its strengths or how you would change it.

**CS 1b** Reflect on the room environment of your practicum site. How does the practicum learning environment reflect on how you believe young children learn best? What are its strengths and what would you change? (Note: If you pursue the CDA Credential, this section will reflect your own classroom, not your practicum site.)
CSIc  Reflect on the weekly plan included in Resource Collection (RC I-3) and tell how this reflects your philosophy of what young children need on a weekly basis. What are its strengths and what would you change?

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

Begin with a paragraph describing how your teaching practices meet this standard OR you may choose to write one paragraph for each function area. Then write at least one paragraph addressing each of the following:

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

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

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

CS II d  In a final paragraph, describe ways to promote the communication/language development of all children, including those learning English as a second language (dual language learners).

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

Begin with a paragraph describing how your teaching practices meet this standard OR you may choose to write one paragraph for each function area. Then write at least one paragraph addressing each of the following:

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

CS III b  Reflect on your philosophy of building young children’s positive behaviors and tell how this is the same or different from how you were guided as a child. How do you constructively guide young children with challenging behaviors?

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

Begin with a paragraph describing how your teaching practices meet this standard then write at least one paragraph addressing each of the following:

CS IV a  How will you make sure that families are kept aware of what is happening in their child’s daily and weekly life in your early childhood classroom?
CS IV b How will you be aware of what’s happening in each child’s home life and how will this information impact your teaching practices?

CS IV c Look at the *Family Questionnaires* located in Appendix E. You will not distribute and analyze these as a student but it is a good idea to see what will be required as you pursue the CDA Credential. When you are a full-time early childhood educator, tell how you will (a) distribute and (b) utilize the CDA Family Questionnaires and why you believe it is an important practice in helping you grow as an educator (Note: If you pursue the CDA Credential, this is a required portion of your Professional Portfolio.)

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

Begin with a paragraph describing how your teaching practices meet this standard then write at least one paragraph addressing the following:

CS V a Describe how you used or will use the observation tool/form included in the Resource Collection (RC V) and why observation and documentation are critical parts of early childhood program management. How do you or will you ensure accurate, objective observing and tracking of each child’s development and learning process?

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

Begin with a paragraph describing how your professional practices meet this standard then reflect on the following as you write this essay:

CS VI a Why did you choose to become an early childhood professional?

CS VI b What do you believe are the most important indicators of professionalism that you possess?

Appendix F contains a sample template for writing your Reflective Competency Statements, using Competency Statement I *(CSI)* as an example. You can follow this same structure for each of the six statements.

The Professional Philosophy Statement

The Professional Philosophy Statement is the final piece of the Professional Portfolio/Senior Project. This a 300 to 500-word essay that describes your approach to teaching in early childhood education, the strategies and methods you use, and where you feel you are developing expertise. It should be no more than two pages in length. Use these questions to guide this final statement:

How do you believe young children learn? Based on this, what is your role as an early childhood educator? Besides teaching and learning, what do you believe are the other important aspects of your role in the lives of young children and their families?
There is no required RC for this section of the portfolio. Here are some suggestions to help as you write this final reflection:

- **Include teaching strategies and methods to help people “see” you in the classroom.**
  Provide specific examples of your teaching strategies to help those reviewing your portfolio visualize what you will do everyday with children in an early childhood education setting.

- **Make the Professional Philosophy Statement memorable**
  What sets you apart? How will you let those reading your statement know that you are intentional about supporting children’s development and learning and that you are committed to your career as an early childhood educator? Why is being an early childhood educator so important in the lives of today’s children and families?

- **“Own” your philosophy**
  Avoid the use of declarative statements that could make you appear closed to new ideas such as “The only way that children learn is…” Avoid judgment statements such as “Parents should volunteer in my preschool class” which may come across as an inability to understand and establish family partnerships. Write about your practicum experiences, what you learned about yourself, and your beliefs. You want to appear open to new and different ideas about teaching and are dedicated to lifelong learning as a future early childhood educator.

- **Follow the same good rules of writing the Professional Philosophy Statement you used with your Reflective Statements of Competency:**
  - Label with a heading and your name
  - Writing should be clear and concise
  - Write your Professional Philosophy Statement on a separate sheet of paper
  - Write in complete sentences, making sure that spelling and grammar are correct
  - Type in 11-12 pt font using Times New Roman (preferred) or Arial
  - No longer than two pages

To help you with the final essay, a sample template for the Professional Philosophy Statement is provided in Appendix G.

**What do I do with my completed Professional Portfolio/Senior Project?**

When you have completed the portfolio, review the checklist in Appendix C to make sure all competency statements (CS) and resource collection (RC) items are correctly numbered, organized, and labeled. Prepare the 15-minute oral presentation you will give to faculty and peers as a portion of the senior project grade.

Congratulations on creating this senior project and ultimate CDA Credential Professional Portfolio! Keep it handy as you begin job interviews on your way to becoming a full-time early childhood educator in the setting of your choice.
I’m thinking about the CDA Credential so what are my next steps?

The outstanding academic and field-based experiences you have received at Brevard College as an Early Childhood Education Integrated Studies major provide you with the appropriate foundation to pursue and successfully receive the CDA Credential.

The ultimate authority for information about the CDA Credentialing Process it provided by the Council for Professional Recognition. The council provides you with everything you need to know about the the Child Development Associate Credential. Their website is www.cdacouncil.org/about/cda-credential

You will also want to purchase the CDA Competency Standards handbook which outlines and explains in detail what you need to know and have to complete the CDA Credentialing process. You will select the handbook that corresponds to the Infant-Toddler Credential or the Preschool Credential. Ordering information for these handbooks is located at www.cdacouncil.org. Handbooks may be ordered separately or as bundles of handbooks at a discounted priced.
Preparing for the CDA Credentialing Process

Appendix H contains a brief overview of the steps in the CDA Credentialing Process. The Council website located at www.cdacouncil.org/about/cda-credential is easy to navigate to get all of the up-to-date information regarding requirements, timelines, and fees for the CDA credential.

Required work settings
As mentioned throughout this guide, you must be employed or volunteer in an early childhood education setting in order to be eligible for the credentialing process. If you are seeking the CDA Preschool Credential, you must identify a state-approved child development program where you can be observed working as lead teacher with a group of at least eight children, all of whom are ages 3 to 5 years of age. If you are seeking the CDA Infant-Toddler Credential, you must identify a state-approved program where you can be observed working as lead teacher with a group of at least three children, of any ages between birth to 36 months. This is where the part of the credentialing process called the verification visit will take place. It is also during this observation visit that your Professional Portfolio will be reviewed by a CDA Professional Development Specialist.

Applying for the CDA Credential and Fees
Finding a CDA Professional Development Specialist is very easy. Simply go to www.cdacouncil.org/findapds and use the Find-A-PD Specialist online tool which will send a request on your behalf to a local PD Specialist or you may call the Council at 800-424-4310. Once you have chosen a CDA Professional Development Specialist and have permission from the director of your early childhood education setting for the verification visit, you can send your CDA application to the Council. It is recommended that you apply online at www.cdacouncil.org/yourcda. You must submit the complete assessment fee of $425.00 with your application. You may pay this fee via credit card, check, money order, or agency scholarship. The latter requires a payment authorization letter from the agency.

Once the Council has processed your application and fee payment, you will receive a Ready to Schedule notification either through email or regular mail. You can then complete your CDA Verification Visit and take the CDA Exam as quickly as you would like and in whichever order works best for you. However, you only have six months to complete both starting from the date of your Ready to Schedule notice. If you are unable to complete your CDA Exam and Verification Visit within six months, you forfeit your application fee and your record will be closed. You will then need to start the process over from the beginning and pay a new assessment fee.

The CDA Exam
Scheduling the exam is very easy. Go to www.pearsonvue.com/cdaexam and following their step-by-step procedures to create a web account and find a time and testing center nearest to you based on your zip code. This site also contains preview exams and gives suggestions and tips for test preparation. If you would prefer to schedule over the phone, call the testing company, Pearson Vue, at 866-507-5627 between 8:00 a.m. and 8:00 p.m. EST M-F.

After you schedule your CDA Exam, you will receive a Confirmation Note from Pearson Vue with the location and date you chose for your exam and will include the address, contact information, and directions to the test center you chose. If you need to reschedule the CDA Exam, you must cancel the
first appointment before you can schedule another testing time. Pearson Vue will charge you a $15.00 cancellation fee each time you cancel a scheduled CDA exam. You may only use a credit card or debit card to pay the cancellation fee. You are not allowed to cancel with 24 hours of your scheduled exam. If you miss your scheduled exam, Pearson Vue requires an additional $65 for a second exam which must be paid with credit or debit card.

The CDA exam has 65 multiple choice questions including five that have a photo and brief classroom scenario. The Council has created an excellent guide to help prepare you for all parts of the exam process and you can find this at www.cdacouncil.org/storage/documents/Prep_Guide_CDA_Exam.pdf. There is a tutorial to help you learn how to use the various functions of the CDA Exam screens located at www.cdacouncil.org/CDAexam/tutorial.

**Awarding the CDA Credential**

After the Council receives the scores for your CDA Verification Visit and CDA Exam, it creates a Cumulative Score in order to determine your final credentialing decision. The Cumulative Score takes into account your understanding of the six CDA Competency Standards and thirteen Functional Areas and your ability to put them into practice. If the Council determines that your Cumulative Score meets the credentialing requirement you will be awarded the Child Development Associate (CDA) Credential. The Credential is valid for three years from the date of award. The steps in the renewal process are found at the Council website located at www.cdacouncil.org/about/cda-credential.
References

CDA 2.0 Portfolio Example (retrieved from www.youtube.com/watch?v=YgBjTjYpJ88)

CDA Credentialing Overview (retrieved from www.cdacouncil.org/storage/documents/Downloadable_Forms/CDA_credentialing_Overview_NEW.pdf)

Council for Professional Recognition (retrieved from www.cdacouncil.org)


How to Compile Your CDA Professional Portfolio (Child Care Aware of North Dakota (retrieved from https://webcache.googleusercontent.com/search?q=cache:MM3dHxdgM0oJ:https://ndchildcareorg.presencehost.net/file_download/9f4f5b59-0b61-414a-ae95-9de981dcfbf2+&cd=1&hl=en&ct=clnk&gl=us&client=safari)

My CDA Portfolio (retrieved from www.youtube.com/watch?v=UQwvcpZ-C-Q)

Preparing the CDA (retrieved from www.youtube.com/watch?v=YgBjTjYpJ88)
## Crosswalk with the Child Development Associate (CDA) Subject Areas and Brevard College Early Childhood Education Integrated Studies Curriculum

<table>
<thead>
<tr>
<th>CDA Subject Area</th>
<th>Examples of Topics</th>
<th>Course/Activity Link</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area 1: Planning a safe and healthy learning environment</strong></td>
<td>Safety, first aid, health, nutrition, space planning, materials and equipment, play</td>
<td><strong>HLT 201 Personal Health</strong>&lt;br&gt;・ achieving personal health; maintaining wellness; mental health; movement and physical activity for health; choosing nutritious diet&lt;br&gt;<strong>HLT 202 First Aid and CPR Certification</strong>&lt;br&gt;・ ways to prevent injury and illness; recognizing when an emergency has occurred; CPR certification/First Aid Certification&lt;br&gt;<strong>EDU 312 Early Childhood Education</strong>&lt;br&gt;・ safety/health/nutrition in child care settings; safety issues surrounding indoor and outdoor play; 30 hours of field experience in variety of early childhood education settings and accompanying observation reflections&lt;br&gt;<strong>EDU 469 Early Childhood Education Practicum</strong>&lt;br&gt;・ 20 hours/week for entire semester in early childhood education setting</td>
</tr>
<tr>
<td><strong>Area 2: Advancing children’s physical and intellectual development</strong></td>
<td>Large and small muscle, language and literacy, discovery, art, music, mathematics, social studies, science, technology, and dual language learning</td>
<td><strong>EDU 205: 21st Century Teacher and Learner</strong>&lt;br&gt;・ service learning project; technology in education&lt;br&gt;<strong>EDU 303 Differentiated Instruction</strong>&lt;br&gt;・ three early childhood site observations and reflections on inclusion practices; autism spectrum disorder seminar; differentiated lesson plan; culturally responsive teaching&lt;br&gt;<strong>EDU 312 Early Childhood Education</strong>&lt;br&gt;・ 30 hours of field experience in variety of early childhood education settings; observation reflections; completed checklist of all developmental domains for one preschool child; philosophy of play written assignment; annotated bibliography of websites for finger plays and songs; final literacy project&lt;br&gt;<strong>EDU 313 Methods in Teaching Reading</strong>&lt;br&gt;・ phonological and phonemic awareness, fluency, phonics, vocabulary and comprehension; concepts of print and the alphabetic principle; role of phonics in promoting reading development; learning key elements of balanced literacy approach; technological resources which aid the teaching of reading&lt;br&gt;<strong>EDU 314 Methods of Teaching English Language Arts and the Arts</strong>&lt;br&gt;・ students are introduced to the principles and themes of language arts instruction and complete two comprehensive lesson plans which include differentiation for diverse learners; field experience at Rise and Shine;&lt;br&gt;<strong>EDU 316 Methods of Teaching Math in the Elementary and Middle School</strong>&lt;br&gt;・ instructional strategies that assist the student in promoting the development of critical thinking, problem solving and performance skills in mathematics; 12 hours of field experience in early childhood education settings; creation and presentation of math lesson plan appropriate for young learners&lt;br&gt;<strong>EDU 320 Children’s Literature</strong>&lt;br&gt;・ students select developmentally-appropriate children’s literature; plan and teach three literature-based classroom lessons; four visits to preschool classes and complete two “read aloud” activities; demonstrate the ability to integrate literature across the curriculum&lt;br&gt;<strong>MUS 202 World Music and Cultures</strong>&lt;br&gt;・ students develop concepts about music as it relates to a given culture or society</td>
</tr>
</tbody>
</table>
| Area 3: Supporting children's social and emotional development | EDU 469 Early Childhood Education Practicum  
- graded lesson plans for literacy, art, math, and science activities; integrated lesson plan for solo week of teaching |
| PSY 101 Introduction to Psychology  
- psychological coping and psychology in a social context |
| Field Experiences in EDU 205, 303, 312, 313, 314, 316, 320 |
| EDU 312 Early Childhood Education  
- role playing conflict resolution in the preschool classroom |
| EDU 469 Early Childhood Education Practicum  
- 20 hours/week for entire semester in early childhood education setting |
| Area 4: Building productive relationships with families | EDU 312 Early Childhood Education  
- demonstrate awareness of the role of the early childhood educator in promoting family and community partnerships; Local Interagency Coordinating Council (LICC) activity for young children with disabilities and their families; creation of a family letter in English and Spanish; identify family/school communication strategies during 30 hour field experience |
| EDU 469 Early Childhood Education Practicum  
- shadow classroom teachers on home visits and write reflection paper; observe family/preschool conferences; build positive relationships with children, families, mentor teachers, supervisors, and community partners |
| Area 5: Managing an effective program (note: the majority of this will be completed during EDU 469 Early Childhood Education Practicum) | EDU 312 Early Childhood Education  
- demonstrate the ability to accurately observe, report, and reflect on young children’s learning environments; attendance at Local Interagency Coordinating Council (LICC) meeting |
| Rise and Shine activities/partnerships |
| EDU 469 Early Childhood Education Practicum  
- use guidance strategies that are developmentally appropriate and explain why these are important for young children; plan and deliver lessons that align with early childhood standard established by the National Association of Education of Young Children (NAEYC) and Child Development Associate (CDA) credential; accurately observe, report, assess and reflect on young children’s learning; reflect on teaching and plan ways that it can be improved |
| Area 6: Maintaining a commitment to professionalism | EDU 205 21st Century Teacher and Learner  
- introduces students to the knowledge, skills and dispositions both learners and teachers need to be life-long learners in the 21st Century |
| EDU 303 Differentiated Instruction  
- role play as parent advocate |
| EDU 313 Methods in Teaching Reading  
- study professional standards and child development in order to consider instructional methods which help children develop into readers |
| EDU 312 Early Childhood Education  
- discuss current trends and issues in the field of early childhood education |
| EDU 469 Early Childhood Practicum  
- reflect on taught lessons and include goals for professional development |
| INT 480 Senior Project  
- understanding of the Child Development Associate (CDA) Credential and creation of a Professional Portfolio that documents competency in six areas |
| Area 7: Observing and recording children's tools and strategies for objective observation and assessment of | EDU 312 Early Childhood Education  
- demonstrate the ability to accurately observe, report, and reflect on young children’s learning environments; modify lesson plans to meet developmental needs of individual children who would benefit from extra support in the classroom in accordance with standards of the Division of Early Childhood (DEC) of the Council for Exceptional Children; know the difference between IEP and IFSP |
<table>
<thead>
<tr>
<th>behavior</th>
<th>children’s behavior and learning to plan curriculum and individualize teaching, developmental delays, intervention strategies, individual education plans, individual family service plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 303 Differentiated Instruction</td>
<td>• hot topic article summary; differentiated lesson plan</td>
</tr>
<tr>
<td>EDU 314 Methods of Teaching English Language Arts and the Arts</td>
<td>• students learn how to understand how to differentiate for content, process or product</td>
</tr>
<tr>
<td>EDU 469 Early Childhood Education Practicum</td>
<td>• literacy, art, math, science, and integrated lesson plans that include detailed, step-by-step modifications to meet the unique needs of learners in the classroom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area 8: Understanding principles of child development and learning</th>
<th>Typical developmental expectations for children from birth through age 5, individual variation including children with special needs, cultural influences on development, an understanding of brain development</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101 Introduction to Psychology</td>
<td>• focus on the biological mechanics of the brain and behavior; human development;</td>
</tr>
<tr>
<td>PSY 230 Life Span Development</td>
<td>• physical, cognitive, social &amp; emotional development prenatal through early childhood (major themes in development, big theories, and research methods)</td>
</tr>
<tr>
<td>EDU 312 Early Childhood Development</td>
<td>• compare and contrast major theoretical frameworks of how young children learn and develop; demonstrate an understanding of developmentally appropriate activities; discuss learning environments that meet the individual needs of children with typical and atypical behaviors and developmental patterns; brain developing and executive function in young children; cultural influences on child development and parenting skills</td>
</tr>
<tr>
<td>EDU 469 Early Childhood Education Practicum</td>
<td>• use guidance strategies that are developmentally appropriate and explain why these are important for young children</td>
</tr>
</tbody>
</table>
## Competency Standards At-A Glance

<table>
<thead>
<tr>
<th>Competency Standard</th>
<th>Functional Area</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. To establish and maintain a safe, healthy learning environment</td>
<td>1. Safe</td>
<td>Candidate provides a safe environment and teaches children safe practices to prevent and reduce injuries.</td>
</tr>
<tr>
<td></td>
<td>2. Healthy</td>
<td>Candidate provides an environment that promotes health and prevents illness, and teaches children about good nutrition and practices that promote wellness.</td>
</tr>
<tr>
<td></td>
<td>3. Learning Environment</td>
<td>Candidate organizes and uses relationships, the physical space, materials, daily schedule, and routines to create a secure, interesting, and enjoyable environment that promotes engagement, play, exploration, and learning of all children including children with special needs.</td>
</tr>
<tr>
<td>II. To advance physical and intellectual competence</td>
<td>4. Physical</td>
<td>Candidate uses a variety of developmentally appropriate equipment, learning experiences and teaching strategies to promote the physical development (fine motor and gross motor) of all children.</td>
</tr>
<tr>
<td></td>
<td>5. Cognitive</td>
<td>Candidate uses a variety of developmentally appropriate learning experiences and teaching strategies to promote curiosity, reasoning, and problem solving and to lay the foundation for all later learning. Candidate implements curriculum that promotes children’s learning of important mathematics, science, technology, social studies and other content goals.</td>
</tr>
<tr>
<td></td>
<td>6. Communication</td>
<td>Candidate uses a variety of developmentally appropriate learning experiences and teaching strategies to promote children’s language and early literacy learning, and help them communicate their thoughts and feelings verbally and nonverbally. Candidate helps dual-language learners make progress in understanding and speaking both English and their home language.</td>
</tr>
<tr>
<td></td>
<td>7. Creative</td>
<td>Candidate uses a variety of developmentally appropriate learning experiences and teaching strategies for children to explore music, movement, and the visual arts, and to develop and express their individual creative abilities.</td>
</tr>
<tr>
<td>III. To support social and emotional development and to provide positive guidance</td>
<td>8. Self</td>
<td>Candidate develops a warm, positive, supportive, and responsive relationship with each child, and helps each child team about and take pride in his or her individual and cultural identity.</td>
</tr>
<tr>
<td></td>
<td>9. Social</td>
<td>Candidate helps each child function effectively in the group, learn to express feelings, acquire social skills, and make friends, and promotes mutual respect among children and adults.</td>
</tr>
<tr>
<td>10. Guidance</td>
<td>Candidate provides a supportive environment and uses effective strategies to promote children’s self-regulation and support acceptable behaviors, and effectively intervenes for children with persistent challenging behaviors.</td>
<td></td>
</tr>
<tr>
<td>IV. To establish positive and productive relationships with families</td>
<td>11. Families</td>
<td>Candidate establishes a positive, responsive, and cooperative relationship with each child’s family, engages in two-way communication with families, encourages their involvement in the program, and supports the child’s relationship with his or her family.</td>
</tr>
<tr>
<td>V. To ensure a well-run, purposeful program that is responsive to participant needs</td>
<td>12. Program Management</td>
<td>Candidate is a manager who uses observation, documentation, and planning to support children’s development and learning and to ensure effective operation of the classroom or group. The Candidate is a competent organizer, planner, record keeper, communicator, and a cooperative co-worker.</td>
</tr>
<tr>
<td>VI. To maintain a commitment to professionalism</td>
<td>13. Professionalism</td>
<td>Candidate makes decisions based on knowledge of research-based early childhood practices, promotes high-quality in child care services, and takes advantage of opportunities to improve knowledge and competence, both for personal and professional growth and for the benefit of children and families.</td>
</tr>
</tbody>
</table>

Source: 2013 CDA Preschool Handbook
### MY CDA Professional Portfolio

**Use the following checklist to organize your Professional Portfolio in the order listed below. You may check off each item in the last column as it is completed. Use this "My CDA Professional Portfolio" sheet as the cover sheet inside your Portfolio.**

(Source: 2013 CDA Preschool Handbook)

<table>
<thead>
<tr>
<th>REQUIRED PORTFOLIO ITEM</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;My CDA Professional Portfolio&quot; cover sheet (this document)</td>
<td>✓</td>
</tr>
<tr>
<td>A &quot;Summary of My CDA Education&quot; cover sheet followed by all relevant training transcripts, certificates and official documentation</td>
<td></td>
</tr>
<tr>
<td>B &quot;Family Questionnaires&quot; cover sheet</td>
<td></td>
</tr>
<tr>
<td>C Reflective Competency Statement I CS I, including paragraphs CS I a, CS I b, CS I c</td>
<td></td>
</tr>
<tr>
<td>CS I Resource Collection Items RC 1-1, RC 1-2, RC 1-3</td>
<td></td>
</tr>
<tr>
<td>D Reflective Competency Statement II CS II, including paragraphs CS II a, CS II b, CS II c, CS II d</td>
<td></td>
</tr>
<tr>
<td>CS II Resource Collection RC II-1 through RC II-9</td>
<td></td>
</tr>
<tr>
<td>E Reflective Competency Statement III CS III, including paragraphs CS III a, CS III b</td>
<td></td>
</tr>
<tr>
<td>CS III Resource Collection RC III</td>
<td></td>
</tr>
<tr>
<td>F Reflective Competency Statement IV CS IV, including paragraphs CS IV a, CS IV b, CS IV c</td>
<td></td>
</tr>
<tr>
<td>CS IV Resource Collection Items RC IV-I through RC IV-4</td>
<td></td>
</tr>
<tr>
<td>G Reflective Competency Statement V CS V, including paragraph CS V a</td>
<td></td>
</tr>
<tr>
<td>CS V Resource Collection Items RCV</td>
<td></td>
</tr>
<tr>
<td>H Reflective Competency Statement VI CS VI, including paragraphs CS VI a, CS VI b</td>
<td></td>
</tr>
<tr>
<td>CS VI Resource Collection Items RC VI-I, RC VI-2, RC VI-3</td>
<td></td>
</tr>
<tr>
<td>I Professional Philosophy Statement</td>
<td></td>
</tr>
</tbody>
</table>

I attest that the following Professional Portfolio includes Resource Collection items that I gathered, myself as well as original Statements written by me that reflect my work with the children and families in my care.
Summary of My CDA Education

Candidate Name

Note to Candidate: Please use this summary document as the cover sheet to your "education documentation"; the collection of transcripts, letters, certificates, etc. that you will place in your Professional Portfolio to document how you met the educational requirements for the CDA Credential. At your Verification Visit, your CDA Professional Development Specialist will review this sheet to ensure that it accurately reflects your education documentation that follows. Please see p. 11 for a detailed explanation of acceptable professional education. (Source: 2013 CDA Preschool Handbook)

Statements of CDA Education Completion:
I attest to completing the required 10 hours of education in each of the following CDA Subject Areas.

<table>
<thead>
<tr>
<th>CDA Subject Areas</th>
<th>Please initial below</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Planning a safe, healthy learning environment</td>
<td></td>
</tr>
<tr>
<td>2. Advancing children's physical and intellectual development</td>
<td></td>
</tr>
<tr>
<td>3. Supporting children's social and emotional development</td>
<td></td>
</tr>
<tr>
<td>4. Building productive relationships with families</td>
<td></td>
</tr>
<tr>
<td>5. Managing an effective program</td>
<td></td>
</tr>
<tr>
<td>6. Maintaining a commitment to professionalism</td>
<td></td>
</tr>
<tr>
<td>7. Observing and recording children's behavior</td>
<td></td>
</tr>
<tr>
<td>8. Understanding principles of child development and learning</td>
<td></td>
</tr>
</tbody>
</table>

I attest to the accuracy of the above Statements of Completion: that I completed at least 10 clock hours of professional education in each of the 8 CDA Subject Areas. I also attest that I have met or exceeded 120 total clock hours of CDA-related professional education.

____________________________________________  _____________________________
Candidate Signature                              Date
Family Questionnaires Summary Sheet

<table>
<thead>
<tr>
<th>Candidate Name</th>
<th>Candidate ID Number</th>
</tr>
</thead>
</table>

Once you have distributed and collected your Family Questionnaires, place them behind Tab B in your Professional Portfolio. Complete this Summary Sheet and put it in front of the completed questionnaires.

1. I distributed _______ Family Questionnaires.

2. I collected _______ Family Questionnaires and placed them behind this Summary sheet. Therefore, I collected the "majority?" (more than half) of the Questionnaires I distributed.

3. I have looked for patterns or trends of feedback from these Questionnaires. Upon reflection, I think some of the families see the following as my greatest professional strength(s) and area(s) for professional growth:

   Area(s) of Strength (list at least one)
   
   ______________________________________
   
   ______________________________________
   
   ______________________________________

   Area(s) for Professional Growth (list at least one)
   
   ______________________________________
   
   ______________________________________
   
   ______________________________________

4. I have taken the areas of strength and growth that I wrote, above, and entered them into Boxes A and B in my Reflective Dialogue Worksheet at the end of this book.
Note to the PD Specialist:
Please do not read the contents of the Family Questionnaires found behind this Summary Sheet. This feedback is private, between this Candidate and the families she/he serves. Simply count the Questionnaires and verify that the number of questionnaires behind this Summary sheet matches the number written in #2, above. If the number matches, consider this required task complete. If the number does not match record this information in Item 13.4 of the Comprehensive Scoring Instrument.

(Source for Family Questionnaires): 2013 CDA Preschool Handbook

Family Questionnaire

Introduction

________________________ is preparing to earn the nationally-renowned Child Development Associate (CDA) Credential™. In order to be awarded the CDA, she/he has taken on a significant professional challenge: She/he must have experience working with young children, must have a required amount of early childhood education, must prepare a Professional Portfolio, must be observed working by a skilled professional (a CDA Professional Development Specialist) and must pass the national CDA Exam.

The process of getting a CDA is also a professional development experience in which Candidates reflect on areas of strength and areas for future professional growth. In addition to self-reflection, Candidates are provided feedback to consider by the CDA Professional Development Specialist and by you, if you so choose. So, we invite you to complete the questionnaire, below, in order to provide feedback that may help the Candidate continue to grow as a professional.

Please know that:

a) Completing this questionnaire is optional. If you choose to complete it, your feedback will only be read by the Candidate in order to contribute important information that may assist her/him in setting professional goals for the coming year. The answers you provide on this questionnaire will have no impact on whether the Candidate will be awarded the CDA Credential.

b) You may provide your feedback anonymously, if you so choose.

If you choose to complete the questionnaire, you must return it to the Candidate by

Family Questionnaire

Each of the following topics relates to key areas of quality early childhood professional practice as outlined by the Council for Professional Recognition. For each area, please rate the Candidate on a scale of 1 — 3 in which 1 = Needs improvement/Area for professional growth, 2 = Capable/Competent and 3 = Very capable/Area of strength.
The Candidate:

1. Provides a safe, clean environment for my child and teaches her/him how to stay safe

2. Provides an environment that promotes health and good nutrition

3. Provides materials and schedules that promote my child's development and education

4. Uses activities, materials and equipment that allow my child to develop small muscle skills (like writing or pouring) and large muscle skills (like climbing or balancing)

5. Uses activities, materials and equipment that help my child learn how to think, reason and solve problems

6. Helps my child learn how to communicate and introduces her/him to the basics of reading and writing

7. Helps my child express herself/himself creatively through music, art and movement

8. Nurtures my child, helping her/him build a positive self-identity and respect for every child's cultural backgrounds

9. Helps my child learn how to socialize and get along with others

10. Uses effective strategies to help my child understand how to behave appropriately

11. Establishes positive, responsive and cooperative relationships with myself and the members of our family

12. Is well-organized and effectively manages the classroom or group

13. Presents herself/himself in a professional manner

14. (for Bilingual Specialization Candidates only) Respectfully communicates with my family in our preferred language
Thank you for taking the time to support the Candidate's professional growth. If you would like to provide additional feedback, please feel free to attach it to this questionnaire.
Cuestionario para la Familia

Introducción

__________________________ se está preparando para obtener la nacionalmente reconocida credencial de Asociado en Desarrollo Infantil (CDA). Con el fin de recibir esta credencial CDA, él/ella ha tomado un desafío profesional significativo: Él/ella debe tener experiencia trabajando con niños pequeños, debe tener una cantidad de cursos requeridos de educación infantil, debe preparar un Portafolio Profesional, debe ser observado(a) por un profesional calificado (un Especialista CDA en Desarrollo Profesional) mientras trabaja con niños y debe aprobar el Examen CDA.

El proceso para obtener la credencial CDA también es una experiencia de desarrollo profesional en la que el Candidato reflexiona sobre sus áreas de fortaleza y sus áreas para un futuro desarrollo profesional. Además de la auto-reflexión, a los Candidatos se les brinda comentarios sobre su desempeño que deben considerar. Estos comentarios los ofrece el Especialista CDA en Desarrollo Profesional y usted, si usted decide colaborar. Por ello, le invitamos a completar el cuestionario que se encuentra abajo, con el fin de brindar comentarios que puedan ayudar al Candidato a continuar su desarrollo como profesional.

Por favor, sepa que:

a) Completar este cuestionario es opcional. Si usted decide completarlo, sus comentarios solo serán leídos por el Candidato con el fin de proporcionar información importante que pueda ayudarlo(a) a establecer sus metas profesionales para el próximo año. Las respuestas que usted brinde en este cuestionario no tendrán impacto en la decisión de otorgar o no la Credencial CDA al Candidato.

b) Usted puede brindar sus comentarios de manera anónima, si lo desea.

Si usted elige completar el cuestionario, debe devolverlo al Candidato antes del______________________.

Cuestionario para la Familia

Cada uno de los siguientes temas se relaciona a las áreas claves de prácticas profesionales de calidad en educación infantil indicadas por el Concilio para el Reconocimiento Profesional. Para cada área, por favor califique al Candidato en una escala de 1 — 3 en la cual: 1 = Necesita mejorar/Area para el desarrollo profesional, 2 = Capaz/ Competente y 3 = Muy capaz/Area de fortaleza.
El Candidato:

1. Brinda un ambiente seguro y limpio para mi hijo y le enseña cómo permanecer seguro.

2. Brinda un ambiente que fomenta la salud y la buena nutrición.

3. Brinda actividades, materiales y horarios que fomentan el desarrollo y la educación de mi hijo.

4. Utiliza actividades, materiales y equipo que permiten a mi hijo desarrollar las habilidades de su motricidad fina (como escribir o verter líquidos) y las habilidades de su motricidad gruesa (como trepar o balancearse).

5. Utiliza actividades, materiales y equipo que ayudan a mi hijo a aprender cómo pensar, razonar y resolver problemas.

6. Ayuda a mi hijo a aprender cómo comunicarse y le presenta los conceptos básicos de lectura y escritura.

7. Ayuda a mi hijo a expresarse de manera creativa a través de la música, arte y movimiento.

8. Brinda afecto a mi hijo, ayudándolo a edificar una identidad positiva de sí mismo y respetar los orígenes culturales de cada niño.

9. Ayuda a mi hijo a aprender a cómo socializar y llevarse bien con otras personas.

10. Utiliza estrategias eficaces para ayudar a mi hijo a comprender cómo comportarse de manera apropiada.

11. Establece relaciones positivas, receptivas y cooperativas conmigo y los miembros de nuestra familia.

12. Es bien organizado y dirige eficazmente el salón de clases o grupo.

13. Se comporta de una manera profesional.

14. (solo para Candidatos de Especialización Bilingue) SE comunica respetuosamente conmigo familia en nuestro idioma de preferencia.
Nombre (opcional)

Gracias por tomarse tiempo para apoyar el crecimiento profesional del Candidato. Si le gustaría brindar comentarios adicionales, por favor no dude en adjuntarlos a este cuestionario.
*Sample Template for Writing Competency I Statement*

---

**Your name**

**Competency Standard 1: To establish and maintain a safe, healthy learning environment**

**Functional Area 1 – Safe:**
I know attention to safety is essential in early childhood programs because

___________________________________________________________________________________________

___________________________________________________________________________________________

To make sure my environment is safe for the children in my care, I will do the following things:

___________________________________________________________________________________________

___________________________________________________________________________________________

**Functional Area 2 – Healthy:**
I know that maintaining a healthy environment in early childhood education programs is important because

___________________________________________________________________________________________

___________________________________________________________________________________________

To make sure the environment is healthy for the children in my early childhood education program, I will do the following things:

___________________________________________________________________________________________

___________________________________________________________________________________________

**Functional Area 3 – Learning:**
I know how important it is to provide an early childhood program environment that promotes learning because

___________________________________________________________________________________________

___________________________________________________________________________________________

To make sure my early childhood program environment supports and promotes children’s learning, I will do the following things:

___________________________________________________________________________________________

___________________________________________________________________________________________

**Resource Reflection:**

**CS 1 a** The sample menu in my Resource Collection shows my knowledge of children’s nutritional needs by

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________
The room environment of my practicum site reflects the way I believe young children learn because of its strengths in ____________________________ I would change the room environment to reflect the way I believe young children learn by __________________________________________________________

The weekly plan in my Resource Collection reflects my philosophy of what young children need on a weekly basis in the following ways:

_____________________________________________

_____________________________________________

_____________________________________________

adapted from Childcare Aware of North Dakota, a program of Lutheran Social Services in western North Dakota and Lakes and Prairies Community Action Partnership in eastern North Dakota
Appendix G

*Sample Template for Professional Philosophy Statement

__________________________________________________________________

Your name

The early childhood period of development is special because ____________________________

I believe that the goal of early childhood education and care is to ____________________________

I think the most valuable aspects of early childhood education and care are ____________________________

To me, a perfect early childhood environment is a place where ____________________________

I have chosen to work with young children and their families because ____________________________

I believe that the most important thing I can do as a future early childhood educator is ____________________________

The main theme of my approach to working with young children and their families is ____________________________

I see my role in supporting children’s development and learning as ____________________________

I believe that young children develop and learn best by ____________________________

My objectives for the growth and development of the young children are ____________________________

The developmental and learning outcomes I want children to achieve under my guidance include ____________________________

The teaching methods and strategies I will use include ____________________________

I believe that my approach to teaching helps to create my vision of a “perfect” early childhood environment by ____________________________

To measure my effectiveness in helping children achieve developmental and learning outcomes, I ____________________________

I will continue to grow my skills and knowledge in working with young children by ____________________________

Beyond teaching and learning, I believe I have an important role to play in the lives of children and families by ____________________________

I will consider myself a successful early childhood educator when children ____________________________

And when families ____________________________

And when I ____________________________

*adapted from Childcare Aware of North Dakota, a program of Lutheran Social Services in western North Dakota and Lakes and Prairies Community Action Partnership in eastern North Dakota (http://www.ndchildcare.org)
## CDA Credentialing Process Overview

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Step 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application</td>
<td>Before Application</td>
<td>Within Three Years</td>
<td>Before Application</td>
</tr>
<tr>
<td>Application</td>
<td>Anytime before</td>
<td></td>
<td>Anytime before</td>
</tr>
<tr>
<td></td>
<td>Minimum of high school</td>
<td></td>
<td>120 hours of education in Program</td>
</tr>
<tr>
<td></td>
<td>diPLOmAs/GED or equivalent in a high school career and technical</td>
<td></td>
<td>8 Subject Areas</td>
</tr>
<tr>
<td></td>
<td>Minimum of high school</td>
<td></td>
<td>480 hours of experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>480 hours of experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8 Subject Areas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>120 hours of education in Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8 Subject Areas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>120 hours of education in Program</td>
</tr>
</tbody>
</table>

### Council for Professional Recognition (CPR)
- Application is complete and fee has been processed.

### Candidate
- Candidate receives approval that application is complete and fee has been processed.
- Candidate sends to the Council:
  - Application and language of application
  - Supporting documentation that meets the setting Professional Development Candidate must identify a CDA Professional Development Center.
- Candidate sends to the Council:
  - Application and language of application
  - Supporting documentation that meets the setting Professional Development Candidate must identify a CDA Professional Development Center.

### Verification Visit
- Verification Visit conducted by CDA Professional Development Center.
- Verification Visit conducted by CDA Professional Development Center.
- Verification Visit conducted by CDA Professional Development Center.

### Application
- Application is complete and fee has been processed.
- Application is complete and fee has been processed.
- Application is complete and fee has been processed.

### Council
- Candidate receives approval that application is complete and fee has been processed.
- Candidate receives approval that application is complete and fee has been processed.
- Candidate receives approval that application is complete and fee has been processed.

### Online
- Online Visits to the Council:
  - Verification Visit conducted by CDA Professional Development Center.
  - Verification Visit conducted by CDA Professional Development Center.
  - Verification Visit conducted by CDA Professional Development Center.

### Scores to the Council Online
- Scores to the Council Online
- Scores to the Council Online
- Scores to the Council Online

### Council Awards or Denies
- Council Awards or Denies
- Council Awards or Denies
- Council Awards or Denies

---

### Family Questions (FAQ)
- Family Questions (FAQ)
- Family Questions (FAQ)
- Family Questions (FAQ)

### Professional Portfolio (PP)
- Professional Portfolio (PP)
- Professional Portfolio (PP)
- Professional Portfolio (PP)

### Step 6
- After Verification Visit
- After Verification Visit
- After Verification Visit

### Step 1
- Application
- Application
- Application

### Step 2
- Before Application
- Before Application
- Before Application

### Step 3
- Within Six Months of Council
- Within Three Months of Council
- Within Three Months of Council

### Step 4
- Application
- Application
- Application