



Birth to Five CDA Credential Professional Portfolio Guide



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This guide will walk you step-by-step through creating your CDA Professional Portfolio. Your portfolio is a collection of materials that demonstrates your skills, knowledge, and philosophy as an early childhood educator. It is reviewed during your **Verification Visit** and is required to earn your CDA Credential.

What is the Professional Portfolio?

The portfolio is your chance to:

- Show evidence of your teaching practices and professional growth.
- Reflect on your philosophy and experiences in early childhood education.
- Organize resources, statements, and examples that meet CDA requirements.

Once completed, your portfolio will be both a requirement for the CDA process and a resource you can continue to use throughout your career.

Required Materials

You can assemble your portfolio in a binder or file box. No matter the format, it should be:

- Clear, organized, and easy to read.
- Divided into sections using tabs or labels.
- Typed or neatly written.


You must include **10 resource items** and **6 Reflective Competency Statements**, plus a **Professional Philosophy Statement**.



Tab A: Summary of CDA Education

What to include:

- “My CDA Education” cover sheet.
- Training transcripts, certificates, or official documentation.
- Proof of **120 training hours** (with at least 10 hours in each CDA subject area).

 **Summary of My CDA® Education**

Credentialed State

Note to Candidates: Please complete this form and attach your CDA® Education documentation to your Professional Portfolio. This form is to be placed in your Professional Portfolio to document how you meet the educational requirements for the CDA® Credential. At your CDA Verification Visit, your CDA Professional Development (PD) Specialist will review this sheet to ensure that it accurately reflects your education documentation that follows. If you have 116 or less total hours of CDA-related professional education, you must complete this form.

Statements of CDA® Education Completion:
I attest to completing the required 120 hours of education in each of the following CDA Subject Areas.

CDA® Subject Area	Please Initial Below
1. Planning a safe, healthy learning environment	
2. Advancing children's physical and intellectual development	
3. Supporting children's social and emotional development	
4. Building productive relationships with families	
5. Managing an effective program	
6. Maintaining a commitment to professionalism	
7. Observing and reflecting on practice	
8. Understanding principles of child development and learning	

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



Tab B: Family Questionnaires

What to include:

- Family Questionnaire cover sheet and Summary Page
- Completed family feedback forms (at least 50% of families you serve must respond).
- A short **summary of results**.

CDD Family Questionnaire

Candidate: Copy as needed

Introduction

The Council for Developmental Disabilities (CDD) is a national organization that provides support and advocacy for individuals with developmental disabilities. We are currently seeking individuals to join our team of professionals. This questionnaire is designed to help us learn more about you and your experience. Your responses will be kept confidential and used only for the purpose of the recruitment process. We appreciate your time and feedback.

The process of getting a CDD is also a professional development experience which candidates reflect on their growth and learning. We encourage you to provide feedback that may help the candidate continue to grow as a professional.

Please leave this:

a) Completing this questionnaire is a requirement for the CDD. Feedback will only be read by the candidate and will not be shared with the CDD. Your responses here in writing provide an opportunity for the CDD to learn more about you and your experience. We will not impact on whether the candidate will be awarded the CDD Contract.

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

If you choose to complete the questionnaire, please return it to the candidate.

Family Questionnaire

Each of the following topics refers 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 – 5 in which 1 = Needs improvement, 2 = Needs improvement, 3 = Good, 4 = Good, 5 = Very capable/competent.

The Candidate:

1. Provide a safe, clean environment for my child and teaches her/him how to stay safe. 1 2 3 4 5

2. Provide a safe, clean environment for my child and teaches her/him how to stay safe. 1 2 3 4 5



Tab C: Competency Statement 1 + RC I-1, RC I-2, RC I-3

Focus: Maintaining a safe and healthy learning environment.

- **Statement 1:** A 500-word reflective statement on how you create a safe, healthy, and learning-friendly environment.
- **RC I-1:** Weekly menu (showing healthy meals/snacks).
- **RC I-2:** Room arrangement reflection (explain how your setup supports safety and learning).
- **RC I-3:** Weekly lesson plan (demonstrates organization and planning).

Statement 1:

The Reflective Competency statement must directly relate to the CDA Competency Standard I: To establish and maintain a safe, healthy learning environment. This statement has a maximum word limit of 500.

Because of the word limit, it is a good idea to start the reflective statement with a paragraph explaining how your instructional practices satisfy Competency Standard I. An alternative method is to write a paragraph that addresses each of the functional areas.

Once completed, all reflective statements are to be added under Tab C in the Portfolio.

Competency Standard I	Functional Areas	Definitions
To establish a safe, healthy learning environment.	Area 1: Safe Area 2: Healthy Area 3: Learning Environment	Area 1. Candidate provides a safe environment and teaches children safe practices to prevent and reduce injuries. Area 2. Candidate provides an environment that promotes health and prevents illness and teaches children about good nutrition and practices that promote wellness. Area 3. Candidate organizes and uses relationships, the physical space, and routines to create a secure, interesting, and enjoyable environment that promotes engagement, play, exploration, and learning of all children including children with disabilities and special needs.



As an early childhood educator, I believe that it is my responsibility to create a safe and healthy learning environment for all children. This is especially important for infants and toddlers, who are still developing their motor skills and cognitive abilities. They are also more vulnerable to injury and illness than older children.

There are a number of things that I do to ensure that my classroom is safe and healthy for infants and toddlers. First, I make sure that the physical environment is properly proofed. This means removing any potential hazards, such as sharp objects, small toys that could be a choking hazard, and electrical cords that could be a strangulation hazard. I also make sure that the classroom is well-lit and that there are no tripping hazards.

In addition to the physical environment, I also focus on creating a positive and nurturing emotional environment. This means providing a space where infants and toddlers feel loved and accepted, and where they can express themselves freely. I do this by being warm and welcoming, listening to infants' and toddlers' concerns, and resolving conflicts peacefully.

I also make sure that infants and toddlers have access to healthy food and drink. This means providing a variety of fruits, vegetables, and whole grains, and limiting sugary drinks and processed foods. I also make sure that infants and toddlers have plenty of opportunities to wash their hands, both before and after eating, and after using the bathroom.

Finally, I am always on the lookout for signs of illness. If I see an infant or toddler who is not feeling well, I will take them to a private area and ask them how they are feeling. I will also check their temperature and, if necessary, contact their parents or guardians.

I believe that by taking all of these steps, I can create a safe and healthy learning environment where infants and toddlers can thrive.

RC I-1

Infant/Toddler Weekly Menu

		Weekly Menu				
		Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Birth-5 months	4-6 fluid ounces breastmilk or formula	4-6 fluid ounces breastmilk or formula	4-6 fluid ounces breastmilk or formula	4-6 fluid ounces breastmilk or formula	4-6 fluid ounces breastmilk or formula
	6-11 months	6-8 fluid ounces breastmilk or formula 1/2 ounce infant cereal 2 tablespoons cereal	6-8 fluid ounces breastmilk or formula 1/2 ounce infant cereal 2 tablespoons cereal	6-8 fluid ounces breastmilk or formula 1/2 ounce infant cereal 2 tablespoons cereal	6-8 fluid ounces breastmilk or formula 1/2 ounce infant cereal 2 tablespoons cereal	6-8 fluid ounces breastmilk or formula 1/2 ounce infant cereal 2 tablespoons cereal
	1-2 years	4 fluid ounces of 1% milk 1/2 cup orange slices 1/2 cup banana 1/2 cup whole-grain fruit and veggie	4 fluid ounces of 1% milk 1/2 cup orange slices 1/2 cup banana 1/2 cup whole-grain fruit and veggie	4 fluid ounces of 1% milk 1/2 cup orange slices 1/2 cup banana 1/2 cup whole-grain fruit and veggie	4 fluid ounces of 1% milk 1/2 cup orange slices 1/2 cup banana 1/2 cup whole-grain fruit and veggie	4 fluid ounces of 1% milk 1/2 cup orange slices 1/2 cup banana 1/2 cup whole-grain fruit and veggie
Am. Snack		4-6 fluid ounces breastmilk or formula	4-6 fluid ounces breastmilk or formula	4-6 fluid ounces breastmilk or formula	4-6 fluid ounces breastmilk or formula	4-6 fluid ounces breastmilk or formula



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6-11 months	2-4 fluid ounces breastmilk or formula 1/2 ounce whole-grain cereal 2 tablespoons strawberries	2-4 fluid ounces breastmilk or formula 1/2 ounce infant cereal 2 tablespoons strawberries	2-4 fluid ounces breastmilk or formula 1/2 ounce whole-grain cereal 2 tablespoons cereal	2-4 fluid ounces breastmilk or formula 1/2 ounce whole-grain cereal 2 tablespoons cereal	2-4 fluid ounces breastmilk or formula 1/2 ounce infant cereal 2 tablespoons cereal
	1-2 years	4 fluid ounces of 1% milk 1/2 cup Orange Slices 1/2 cup banana 1/2 cup whole-grain fruit and veggie	4 fluid ounces of 1% milk 1/2 cup Orange Slices 1/2 cup banana 1/2 cup whole-grain fruit and veggie	4 fluid ounces of 1% milk 1/2 cup Orange Slices 1/2 cup banana 1/2 cup whole-grain fruit and veggie	4 fluid ounces of 1% milk 1/2 cup Orange Slices 1/2 cup banana 1/2 cup whole-grain fruit and veggie
	Lunch	4-6 fluid ounces breastmilk or formula	4-6 fluid ounces breastmilk or formula	4-6 fluid ounces breastmilk or formula	4-6 fluid ounces breastmilk or formula
5-11 months	4-6 fluid ounces breastmilk or formula 1/2 ounce of cheese 2 tablespoons applesauce	4-6 fluid ounces breastmilk or formula 1/2 ounce of cheese 2 tablespoons applesauce	4-6 fluid ounces breastmilk or formula 1/2 ounce of cheese 2 tablespoons applesauce	4-6 fluid ounces breastmilk or formula 1/2 ounce of cheese 2 tablespoons applesauce	4-6 fluid ounces breastmilk or formula 1/2 ounce of cheese 2 tablespoons applesauce
	1-2 years	4 fluid ounces of 1% milk 1/2 cup Orange Slices 1/2 cup banana 1/2 cup whole-grain fruit and veggie	4 fluid ounces of 1% milk 1/2 cup Orange Slices 1/2 cup banana 1/2 cup whole-grain fruit and veggie	4 fluid ounces of 1% milk 1/2 cup Orange Slices 1/2 cup banana 1/2 cup whole-grain fruit and veggie	4 fluid ounces of 1% milk 1/2 cup Orange Slices 1/2 cup banana 1/2 cup whole-grain fruit and veggie
	Am. Snack	4-6 fluid ounces breastmilk or formula	4-6 fluid ounces breastmilk or formula	4-6 fluid ounces breastmilk or formula	4-6 fluid ounces breastmilk or formula



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RC I-2

My preschool classroom is my happy place. It's where I get to spend my days surrounded by the most curious, creative, and energetic little people I know. I love watching them learn and grow, and I'm so grateful that I get to be a part of their journey.

My classroom is set up in a way that encourages exploration and discovery. There are plenty of open spaces for children to run and play, as well as cozy nooks for them to curl up with a book or take a nap. I also have a variety of materials and toys available, so children can always find something to keep them engaged.

One of the things I love most about my classroom is the sense of community. The children are all so supportive of each other, and they're always willing to help out their classmates. I'm also lucky to have a great team of teachers and staff who are always there to lend a helping hand.

I know that I'm making a difference in the lives of the children in my classroom. I see them learning and growing every day, and I know that they're going to be amazing people when they grow up. I'm so proud to be their teacher. I make sure to childproof the classroom by removing all potential hazards, such as sharp objects, small toys that could be a choking hazard, and electrical cords that could be a strangulation hazard. I also provide a variety of safe and age-appropriate toys and materials for children to explore. I am mindful of space and provide children with plenty of opportunities to exercise and move around. I keep children safe by washing hands frequently and encouraging children to do the same. I am always creating a positive and nurturing emotional environment by being warm and welcoming, by listening to children's words. I believe that by taking all of these steps, I can create a safe, healthy, and enriching learning environment for all children.

RC I-3:

Weekly Lesson Plan – Preschool

Theme: Animals

Developmental Domains:

Cognitive: Children will learn about different animals and their habitats.

Language: Children will listen to and tell animal stories.

Gross Motor: Children will participate in gross motor activities, such as playing animal games.

Fine Motor: Children will use their fine motor skills to create animal art projects.

Social-emotional: Children will interact with each other during group activities.

	Monday	Tuesday	Wednesday	Thursday	Friday
Large group:	Play a guessing game where children have to guess the animal by its appearance or sound.	Animal charades: Divide the children into two teams. Have one child from each team act out an animal for their team to guess. The first team to guess the animal correctly gets a point.	Animal bingo: Make bingo cards with pictures of different animals. Have the children cover the pictures as they are called out. The first child to get five in a row wins.	Animal music video: Create a song about animals and have the children act out the lyrics.	Animal storytime: Read a story about animals to the children. After the story, have the children talk about what they liked about the story and what they learned.
Small group:	Read animal stories and talk about the animals' habitats.	Animal sorting: Gather a variety of animal toys or pictures and have the children sort them by different categories, such as size, color, or type of animal.	Animal matching: Make a set of animal cards with two pictures of each animal. Have the children match the cards to make pairs.	Animal puzzles: Give each child a puzzle with a picture of an animal. Have the children work together to put the puzzle together.	Animal kido: Make kido boards with pictures of different animals. Have the children cover the pictures as they are called out. The first child to cover all of their pictures wins.
Outdoor activity:	Animal tracking: Go for a walk in a nature area and look for animal tracks. Have the children identify the different animals that might have made the tracks.	Bird watching: Take the children to a park or other area where they can see birds. Have the children look for different types of birds and see if they can identify them.	Animal hide-and-seek: Hide animal toys or pictures around the yard or playground. Have the children try to find them all.	Animal shadow puppets: Make shadow puppets of different animals. Have the children hold up the puppets and make them move.	Animal scavenger hunt: Make a list of different animals that the children might see in the area. Have the children walk around and try to find all of the animals on the list.



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Tab D: Competency Statement 2 + RC II-1 through RC II-9

Focus: Supporting physical and intellectual development.

- **Statement 2:** A 500-word reflective statement on how you promote physical and cognitive growth.
- **RC II-1 to RC II-9: Nine learning experience plans:**
 1. Science/Sensory
 2. Language/Literacy
 3. Creative Arts
 4. Fine Motor
 5. Gross Motor
 6. Self-Concept
 7. Emotional Skills / Self-Regulation
 8. Social Skills
 9. Math

Competency Statement II

The Reflective Competency statement must directly connect to the CDA Competency Standard II: To advance physical and intellectual development. This statement has a maximum word limit of 500.

Because of the word limit, it is a good idea to start the reflective statement with a paragraph explaining how your instructional practices satisfies Competency Standard II. An alternative method is to write a paragraph that addresses each of the functional areas.

Once completed, all reflective statements are to be added under Tab D in the Portfolio.

Competency Standard II	Functional Areas	Definitions
To establish a safe, healthy learning environment.	Area 4: Physical Area 5: Cognitive Area 6: Communicative Area 7: Creative	Area 4: Candidate uses a variety of developmentally appropriate equipment, learning experiences, and teaching strategies to promote the physical development (fine and gross motor) of all children. Area 5: Candidate uses a variety of developmentally appropriate learning experiences 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. Area 6: Candidate uses a variety of developmentally appropriate and teaching



		<p>strategies to promote children’s language and early literacy learning and help them communicate their thoughts and feelings verbally and nonverbally. Candidates helps dual-language learners make progress in understanding and speaking both English and their home language.</p> <p>Area 7: 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 creative abilities.</p>
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I believe that children's physical and cognitive development, communication, and creativity are all essential for their overall well-being and success in life. When children are physically healthy and active, they have more energy and focus to learn and explore. When they are cognitively engaged, they are better able to think critically and solve problems. When they are able to communicate effectively, they are better able to build relationships and share their ideas. And when they are creative, they are able to come up with new and innovative solutions to problems.

Physical Development: Physical development is the foundation for all other areas of development. When children are physically healthy and active, they have more energy and focus to learn and explore. They are also better able to manage stress and cope with challenges. Physical activity also helps children develop strong bones and muscles, which is important for their overall health and well-being.

There are many ways to support children's physical development. One important way is to provide them with plenty of opportunities for physical activity. This can include playing outdoors, participating in sports, or simply running around and playing at home. It is also important to encourage children to eat healthy foods and get enough sleep.

Cognitive Development: Cognitive development is the process of thinking, learning, and understanding. It includes skills such as problem-solving, memory, and attention. Cognitive development is important for children's success in school and in life. When children are cognitively engaged, they are better able to think critically and solve problems. They are also better able to learn new information and skills.

There are many ways to support children's cognitive development. One important way is to provide them with stimulating experiences. This can include reading to them, playing educational games, or taking them to museums and other cultural institutions. It is also important to talk to children about their experiences and help them to make sense of the world around them.

Communication: Communication is the ability to share thoughts, feelings, and ideas with others. It is an essential skill for children's success in school and in life. When children are able to communicate effectively, they are better able to build relationships, solve problems, and advocate for themselves.

There are many ways to support children's communication skills. One important way is to talk to them often and listen to what they have to say. It is also important to read to them and encourage them to read on their own. It is also important to help them learn how to express their feelings in a healthy way.

Creativity: Creativity is the ability to come up with new and original ideas. It is an important skill for children's success in school and in life. When children are creative, they are better able to solve problems, think outside the box, and express themselves.

There are many ways to support children's creativity. One important way is to provide them with open-ended materials and activities. This can include art supplies, blocks, and dress-up clothes. It is also important to encourage children to explore their interests and follow their passions. It is also important to let children make mistakes and learn from them.

I believe that children's physical and cognitive development, communication, and creativity are all essential for their overall well-being and success in life. When children have these skills, they are better able to learn and grow, and they are better prepared to face the challenges of life. As a parent and educator, I am committed to supporting children's development in all of these areas.

I have seen firsthand the impact that a supportive environment can have on children's development. When children are given the opportunity to explore their interests, learn from their mistakes, and express themselves creatively, they thrive. They are more confident, more engaged, and more successful in school and in life.

I believe that all children deserve the opportunity to reach their full potential. By supporting their physical and cognitive development, communication, and creativity, we can help them to become the best versions of themselves.



RC II-1: Science/Sensory

Learning Experience Lesson Plan

Subject: Science/Sensory
Grade Level: Preschool
Topic: Apple Volcano

Learning Objectives:

- Children will learn about chemical reactions.
- Children will use their senses to explore the different materials in the volcano.
- Children will develop their fine motor skills by pouring, scooping, and mixing the materials.
- Children will work together as a team to create the volcano.
- Children will communicate their observations about the volcano.

Materials:

- Large apple
- Baking soda
- Vinegar
- Food coloring (optional)
- Shallow dish
- Spoons
- Cups
- Paper towels

Procedure:

- Gather the children in a circle and introduce the topic of chemical reactions. Explain that a chemical reaction is when two or more substances combine to form a new substance.
- Show the children the apple and explain that we are going to make a volcano out of it.
- Cut the apple in half and remove all the inside.
- Pour some baking soda into the apple.
- Add some vinegar to the baking soda.
- (Optional) Add some food coloring to the vinegar to make the volcano erupt different colors.
- Stand the apple upright in the shallow dish.

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- Give the children spoons and cups and let them explore the different materials in the volcano.
- Ask the children to observe what happens when they mix the baking soda and vinegar together.
- Encourage the children to use their senses to explore the volcano. Ask them what they can see, hear, smell, taste, and feel.
- Help the children clean up after the activity.

Assessment:

- Observe the children as they participate in the activity. Do they seem to be interested in the materials? Are they using their senses to explore the volcano?
- Ask the children questions about the activity. Can they tell you what happened when they mixed the baking soda and vinegar together? Can they describe the different materials in the volcano?
- Collect samples of the children's artwork or writing about the activity. This will help you assess their understanding of the concepts.

Differentiation:

- For children who require extra support, provide them with smaller amounts of the materials and help them mix and pour the volcano.
- For children who are ready for a challenge, provide them with equipment with different combinations of materials to see what happens.
- For children who are interested in writing or drawing, provide them with paper and pencils or markers so they can draw or write about the volcano.

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RC II-2: Language and Literacy

What's the Story? Language and Literacy Lesson Plan for Preschool

Objectives:

- To introduce preschoolers to the concept of letters and their sounds.
- To help preschoolers practice their oral language skills by describing objects and making up stories.
- To encourage preschoolers to use their imaginations and creativity.

Materials:

- A variety of objects, such as toys, blocks, and food items.
- A whiteboard or large piece of paper.
- Markers or crayons.

Procedure:

- Gather the children in a circle and introduce the concept of letters and their sounds. Show the children a variety of objects and ask them to identify the first letter of each object's name. For example, you might say, "What is this? It's a ball. The first letter of ball is B."
- Once the children are familiar with some of the letters, have them take turns coming up to the whiteboard or large piece of paper and drawing a picture of an object that begins with the letter you have chosen. For example, if you have chosen the letter "A," you might have a child draw a picture of an apple.
- After each child has had a turn drawing a picture, encourage them to describe their picture to the group. Ask them what the object is, what color it is, and where it is in their picture.
- Finally, have the children come up with a story about their pictures. You can ask them questions to help them get started, such as "What happened next?" or "What did the object do?"

Assessment:

- Observe the children as they participate in the activity. Do they seem to be familiar with the letters and their sounds? Are they able to describe their pictures and make up stories?

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- Keep track of the children's progress over time. Are they able to identify more letters and sounds? Are they able to tell more complex stories?

Extension Activities:

- Make a letter book with the children. Have them draw pictures of objects that start with each letter of the alphabet.
- Play a game of "I Spy" with the children. Have them guess objects that start with the letter you have chosen.
- Read books to the children that focus on letters and sounds you are teaching.

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RC II-3: Creative Arts

Creative Arts Lesson Plan for Preschoolers

Learning Objective:

- Preschoolers will create their own artwork using different materials and techniques.
- Preschoolers will express their creativity and imagination through their artwork.
- Preschoolers will develop their fine motor skills and hand-eye coordination.

Materials:


- A variety of materials for creating art, such as paint, crayons, markers, colored pencils, construction paper, tissue paper, glitter, balloons, pom-poms, etc.
- Containers for the materials.
- Towels or mats for children to sit on.
- Pictures of different artworks.
- Chart paper or whiteboard.
- Markers.

Procedure:

- Gather the preschoolers in a circle and introduce the lesson. Explain that they will be creating their own artwork using different materials and techniques.
- Show the preschoolers pictures of different artworks. Ask them to describe the different artworks and whether they like them.
- Set up the materials in different areas of the room. Make sure to have a variety of materials and techniques for children to explore.
- Invite the preschoolers to create their own artwork. Encourage them to use their imagination and creativity to create their artwork.
- As preschoolers are creating their artwork, go to them about what they are doing. Ask them to describe their artwork and why they like about them.
- After preschoolers have had a chance to create their artwork, gather them back in a circle. Review the different artworks that were created. You can also create a gallery of the artworks.
- End the lesson by singing a song about creativity or reading a book about creativity.

Assessment:

- Observe preschoolers as they are creating their artwork. Are they using their imagination and creativity to create their artwork? Are they able to describe their artwork and why they like about them?
- Collect preschoolers' artwork. This will assess their understanding of the different materials and techniques.
- Ask preschoolers questions about their artwork. This will assess their knowledge of the different materials and techniques.


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Differentiation:

- For younger preschoolers, provide more concrete materials to explore. For example, you could provide them with different types of food to touch and feel.
- For older preschoolers, you could challenge them to create more complex artwork using different materials and techniques. For example, they could paint a picture using different textures of paint.
- You could also provide preschoolers with opportunities to explore the different materials and techniques outdoors. For example, they could paint with natural materials, such as leaves and flowers.

Extension Activities:

- Have preschoolers create a book of their artwork. They can draw pictures of their artwork and write about them.
- Have preschoolers make a collage of their artwork. They can collect different materials and glue them to a piece of paper.
- Have preschoolers play an art game. You can create a set of cards with pictures of different artworks. Preschoolers can match the cards to the actual artwork.

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RC II-4: Fine Motor/Indoor Activity

Fine Motor Indoor Activity Lesson Plan for Preschool

Subject: Fine Motor Skills
Age Group: Preschool
Lesson objectives:

- Children will use their fine motor skills to create animal art projects.
- Children will learn about different animal shapes and textures.
- Children will have fun and be creative.

Materials:

- Different types of paper, such as construction paper, tissue paper, and felt.
- Scissors.
- Glue.
- Crayons or markers.
- Animal shapes, such as circles, triangles, and squares.
- Different textures, such as sandpaper, fur, and feathers.

Instructions:

- Show the children the different types of paper and textures.
- Explain that they will be using these materials to create animal art projects.
- Have the children choose a piece of paper and a texture.
- Help them cut out the animal shapes they want to use.
- Have them glue the shapes onto the paper.
- Let them use crayons or markers to decorate their art projects.
- When they are finished, display their art projects in the classroom.

Assessment:

- Observe children's ability to use their fine motor skills to cut out shapes and glue them onto paper.
- Observe children's creativity and use of different textures in their art projects.

Differentiation:

- For children who have difficulty with fine motor skills, provide them with pre-cut shapes or help them with their projects as needed.
- For children who are ready for a challenge, encourage them to create more complex animal art projects.
- You can also extend this activity by having children create a story about their animal art projects.

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RC II-5: Gross Motor/Outdoor Activity

Gross Motor Outdoor Activity Lesson Plan for Preschool

Subject: Gross Motor Skills

Age Group: Preschool

Lesson objectives:

- Children will participate in gross motor activities that promote balance, coordination, and strength.
- Children will have fun and be active.

Materials:

- Hula hoops
- Obstacle course (optional)
- Music (optional)

Instructions:

1. Set up a course of hula hoops in a variety of shapes and sizes.
2. Have the children jump, skip, or jump through the hula hoops.
3. If desired, you can play music to help the children move to the beat.
4. You can also add an obstacle course to the activity, such as a balance beam or a tunnel.
5. Let the children take turns leading the activity.
6. When the children are finished, they can have a cool-down period by walking or running around.

Assessment:

- Observe children's ability to participate in gross motor activities that promote balance, coordination, and strength.
- Observe children's enjoyment of the activity.

Differentiation:

- For children who have difficulty with gross motor skills, provide them with smaller hula hoops or modify the obstacle course.

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- For children who are ready for a challenge, encourage them to do more complex movements, such as jumping through the hula hoops with their eyes closed.

Here are some additional tips for planning a gross motor activity for preschool children:

- Choose activities that are appropriate for the different age groups. For example, younger children may need simpler activities with fewer obstacles.
- Provide a variety of activities so that children can choose what they are interested in doing.
- Make sure the activities are safe and that children have enough space to move around.
- Offer help and support as needed, but encourage children to do as much as they can independently.
- Praise children's efforts and participation.

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RC II-6: Self-Concept

Emotional Skills/Self-Regulation Activity Lesson Plan for Infants and Preschool

Subject: Emotional Skills/Self-Regulation

Age Group: Preschool

Lesson objectives:

- Children will be able to identify different emotions.
- Children will be able to express their emotions in a positive way.
- Children will be able to calm down when they are feeling angry or upset.

Materials:


- Pictures of different emotions
- Worksheets or activities that focus on emotional skills
- Play-doh or clay
- Paper
- Markers or crayons

Instructions:

1. Start by showing the children pictures of different emotions. Ask them to identify the emotions that they see.
2. Once the children have identified the emotions, have them act out the emotions. Encourage them to use their facial expressions, body language, and voice to express their emotions.
3. Next, have the children complete worksheets or activities that focus on emotional skills. These activities can help children to learn how to identify their emotions, express their emotions in a positive way, and calm down when they are feeling angry or upset.
4. Finally, have the children make a self-regulation tool. This could be a picture of a calming object, a song that they can sing to themselves when they are feeling upset, or a phrase that they can repeat to themselves.

Assessment:

- Observe children's ability to identify different emotions.

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- Observe children's ability to express their emotions in a positive way.
- Observe children's ability to calm down when they are feeling angry or upset.

Differentiation:

- For children who are struggling to identify emotions, you can provide them with a list of possible emotions.
- For children who are ready for a challenge, you can have them write a story about a time when they felt a certain emotion and how they dealt with it.
- For children who are shy or have difficulty expressing their emotions, you can have them draw a picture of how they are feeling instead of talking about it.

Additional activities:

- Emotion charades: Have the children act out different emotions without saying a word. The other children can try to guess the emotion that the child is acting out.
- Emotion bingo: Make bingo cards with pictures of different emotions. Have the children mark off the pictures that represent the emotions that they are feeling.
- Emotion sculpture: Have the children work together to create a sculpture that represents a certain emotion.

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RC II-7: Emotional Skills/Regulation

Emotional Skills/Self-Regulation Activity Lesson Plan for Infants and Toddlers

Subject: Emotional Skills/Self-Regulation

Age Group: Infant/Toddler

Learning Objectives:

- To help the child identify and express their emotions.
- To teach the child coping mechanisms for dealing with difficult emotions.
- To help the child develop self-control.

Materials:

- A variety of facial expression cards or pictures.
- A stuffed animal or doll.
- A safe space to play.

Procedures:

- Gather the materials and position in a safe area.
- If working with an infant, simply show them the facial expression cards or pictures and talk about the different emotions.
- If working with a toddler, you can provide more structure by playing a game with them. For example, you could take turns showing each other the facial expressions and saying the emotion out loud. You could also ask the child to tell you what emotion the stuffed animal or doll is feeling and why.
- Help the child to identify their own emotions and to express them in a healthy way. For example, if the child is feeling angry, you could help them to take some deep breaths or to go for a walk.
- Praise the child for their efforts to identify and express their emotions in a healthy way.

Assessment:

- Observe the child's ability to identify and express their emotions.
- Note the child's level of engagement in the activity.
- See if the child is able to use coping mechanisms to deal with difficult emotions.

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Differentiation:

- For younger infants, you may need to simplify the activity by using fewer facial expressions or pictures.
- For older toddlers, you can provide more challenging activities, such as asking them to draw a picture of how they are feeling or to write down a story about their emotions.
- You can also vary the activity by changing the setting. For example, you could take the activity outside or to a different room in the house.

Extension Activities:

- Once the child has mastered the concepts involved in this activity, you can extend it by providing them with more challenging tasks. For example, you could ask them to identify the emotions of other people only by observing their own coping mechanisms for dealing with difficult emotions.
- You can also incorporate this activity into other areas of learning. For example, you could use the facial expression cards or pictures to teach the child about colors or shapes, or you could use the cards as a prompt or cue to teach them about different social skills.
- Finally, you can use this activity to promote social interaction by playing with the child together or by encouraging them to play with other children.

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RC II-8: Social Skills

Assessment:


- Observe children's ability to identify different social skills.
- Observe children's ability to demonstrate different social skills in a positive way.
- Ask children questions about the importance of social skills.

Differentiation:

- For children who are struggling to identify social skills, you can provide them with a list of possible social skills.
- For children who are ready for a challenge, you can have them write a story about a time when they used a social skill in a positive way.
- For children who are shy or have difficulty interacting with others, you can pair them up with a more outgoing child.

Additional activities:

- Social story:** Create a social story about a specific social situation. The story should describe how to behave in the situation and why it is important to behave that way.
- Role-playing:** Have the children act out different social scenarios. This can help them to practice using social skills in a positive way.
- Games:** There are many different games that can be used to teach social skills. Some examples include "Simon Says," "Red Light, Green Light," and "Duck, Duck, Goose."
- Puppets:** Puppets can be used to teach social skills in a fun and engaging way. Have the children act out different social scenarios using puppets.
- Class meetings:** Have regular class meetings to talk about social skills. This is a good time to discuss any problems that the children are having and to brainstorm solutions.

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Social Skills Activity Lesson Plan for Preschool

Subject: Social Skills

Age Group: Preschool

Lesson objectives:


- Children will be able to identify different social skills.
- Children will be able to demonstrate different social skills in a positive way.
- Children will be able to understand the importance of social skills.

Materials:

- Pictures of different social skills.
- Worksheets or activities that focus on social skills.
- Play-doh or clay.
- Paper.
- Markers or crayons.
- Toys that promote social interaction, such as blocks, dolls, or cars.

Instructions:

- Start by showing the children pictures of different social skills. Talk about the social skills that you see and how they are helpful.
- Once the children are familiar with different social skills, you can start to have them practice these skills in a positive way. For example, you can have them take turns playing with toys, share their snacks, or help each other with puzzles.
- You can also use worksheets or activities to help children learn about social skills. There are many different worksheets and activities available online or in educational books.
- It is important to praise children when they use social skills in a positive way. This will help them to understand the importance of these skills and to continue using them.
- You can also talk to children about the importance of social skills. Explain to them how social skills can help them to make friends, get along with others, and be successful in school and in life.

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RC II-9: Mathematics

Math Lesson Plan Measurement	
Classroom: Preschool Teacher:	
Learning Objective(s)	<ul style="list-style-type: none"> Children will measure and compare lengths of different body parts and determine which one is longer/ shorter, using non-standard units of measurement. Children will count objects using one: one correspondence up to 5 or 10.
Materials	<ul style="list-style-type: none"> Large pieces of paper with a line drawn down the middle. Write HAND on one side and FOOT on the other. Markers and crayons Counting cubes Number stickers (round stickers with numbers written on them)
Procedures	<ul style="list-style-type: none"> Introduce the topic by talking about measurement. "Today we are going to learn about 'measuring' things. Do you know about measuring? We will be using cubes to measure different parts of our body parts. To do this, we will trace our body parts, then measure! We will use the cubes to do it. When we measure, we always start at one end and go to the other!" Teacher then models, tracing his/her hand and using cubes to measure it. Give each child a large piece of paper and instruct them to trace their hand. Teachers should assist in tracing. "Let's start by tracing your hand. On the side 'HAND' paper, if you, 'buddy'. Place your hands, for 'buddy' and trace it." Teachers assist as needed. Instruct children to use the counting cubes to measure their hand. Start at the bottom and stack the cubes until they are the length of the hand. Count how many cubes using 1:1 correspondence. "Can you trace your hand? Now, we are going to measure it using the cubes. Start at the end of your hand and place your first cube. Stack the cubes so they are touching! Once you reach the end of your hand, stop. How many cubes?" Assist in counting. Next to their hand, the students will write, trace, or use a number sticker or report how long their hand was. Repeat for the foot. Students now can compare the length of their hand and foot. "Let's compare the lengths of your hand and foot. One of them is 5 cubes long and one of them is 7 cubes long. Which one is bigger? Smaller? How do you know?"
Individualized Supports	<p>Examples:</p> <ul style="list-style-type: none"> Teacher/Teacher assistant will encourage students to raise their hand or use their HELP card if they need assistance when tracing (pay close attention to [insert name here] as he becomes easily frustrated during writing activities). [Insert name here] uses foam grip attached to writing utensil. Teach the words for hand, foot, measure, cubes in different languages that are spoken by children in the classroom. Have number grid available to assist children with counting.

Math Lesson Plan Measurement	
Differentiation and extension activities	<ul style="list-style-type: none"> Trace full bodies on longer paper or outside with chalk. Follow measurement procedures. Measure different items in the classroom. Set up a measurement station in your math center with materials for lesson as well as different objects and non-standard units of measurement. Practice using different materials to measure. Ex: Paper clips, blocks, cans. Ask questions like: "When using a smaller item, do you need more of them to measure? Why?"
Observations: (record observations of strengths and areas of need for each child)	



Tab E: Competency Statement 3 + RC III

Focus: Supporting social and emotional development.

- **Statement 3:** A 500-word reflective statement on how you help children build positive relationships and self-control.
- **RC III:** A bibliography of **10 children's books** that support social/emotional growth (title, author, publisher, year, and how each book helps children's development).

Competency Statement III

The Reflective Competency statement must directly relate to the CDA Competency Standard III: To support social and emotional development and to provide positive guidance. This statement has a maximum word limit of 500.

Because of the word limit, it is a good idea to start the reflective statement with a paragraph explaining how your instructional practices satisfy Competency Standard II. An alternative method is to write a paragraph that addresses each of the functional areas.

Once completed, all reflective statements are to be added under Tab E in the Portfolio.

Competency Standard III	Functional Areas	Definitions
To support social and emotional development and to provide positive guidance	Area 8: Self Area 9: Social Area 10: Guidance	Area 8: Candidate develops a warm, positive, supportive, and responsive relationship with each child, and helps each child learn and take pride in their own individual and cultural identity. Area 9: 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. Area 10: 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.



I believe that all children are unique and special, and I am committed to creating a learning environment where all children feel safe, respected, and supported. I believe that a strong sense of self and positive emotional development are essential for children's success in school and in life.

A child's sense of self is developed through their interactions with the world around them. When children feel safe and supported, they are more likely to explore their environment and try new things. This helps them to develop a sense of their own abilities and strengths. I support children's sense of self by providing them with a variety of experiences that allow them to explore their interests and talents. I also make sure to provide them with positive feedback and praise, which helps them to feel good about themselves.

Emotional development is the process of learning how to manage one's emotions in a healthy way. When children are able to express their emotions in a healthy way, they are less likely to act out or become aggressive. They are also more likely to have positive relationships with others. I support children's emotional development by teaching them how to identify and express their emotions in a healthy way. I also teach them how to manage their emotions when they are feeling angry, sad, or frustrated.

Positive guidance is a way of interacting with children that is firm but gentle. It is based on the belief that children are capable learners who deserve to be treated with respect. Positive guidance helps children to learn how to behave appropriately and to solve problems in a constructive way. I use positive guidance strategies in my classroom by setting clear expectations for behavior, providing positive reinforcement, and using natural consequences. I also make sure to talk to children about their behavior and help them to understand why it is not acceptable.

I believe that by supporting children's sense of self, emotional development, and positive guidance, I am helping them to become well-rounded individuals who are prepared for success in school and in life. I am always looking for new ways to improve my teaching practices. I recently attended a workshop on mindfulness and how it can be used to support children's emotional development. I am excited to try some of the strategies I learned in the workshop in my classroom.

I am also committed to continuing my own professional development. I believe that it is important for teachers to stay up-to-date on the latest research and best practices in early childhood education. I am always looking for new books and articles to read, and I attend workshops and conferences whenever possible. I am passionate about my work as an early childhood educator. I believe that every child deserves a quality education, and I am committed to providing my students with the best possible learning experience. I am confident that by continuing to support children's sense of self, emotional development, and positive guidance, I can make a difference in their lives.



Bibliography

Title of Book	Author	Copyright Date	Publisher	Description	Topics
<i>The Day the Asteroid Came</i>	Margaret McNamara	2015	Clarion Books	A young girl and her family must flee their home when an asteroid is on a collision course with Earth	The book discusses the challenges of dealing with a natural disaster, as well as the importance of family and community during difficult times.
<i>The Paper Bag Princess</i>	Robert Munsch	1980	Annick Press	A story about a young princess who saves Prince Ronald from a dragon.	The book shows how girls can be strong and capable, and it challenges traditional gender roles.
<i>Where the Wild Things Are</i>	Maurice Sendak	1963	Harper & Row	A story about a young boy named Max who sails away to the land of the Wild Things.	The book explores the challenges of growing up, as well as the importance of imagination and creativity.
<i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>	Judith Viorst	1972	Atheneum Books	A story about a young boy named Alexander who has a day that goes wrong in every way imaginable	The book is a humorous look at the challenges of everyday life, and it shows how even the worst days can have their good moments.



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Tab F: Competency Statement 4 + RC IV-1 through RC IV-4

Focus: Building strong family relationships.

- **Statement 4:** A 500-word reflective statement on how you engage and support families.
- **RC IV-1:** Family resource for child growth/counseling.
- **RC IV-2:** Family resource for translation or language support.
- **RC IV-3:** Family resource for disability services.
- **RC IV-4:** Parenting resource (websites, articles, community programs).

Competency Statement IV

The Reflective Competency statement must directly relate to the CDA Competency Standard IV: To establish positive and productive relationships with families. This statement has a maximum word limit of 500.

Because of the word limit, it is a good idea to start the reflective statement with a paragraph explaining how your instructional practices satisfy Competency Standard II. An alternative method is to write a paragraph that addresses each of the functional areas.

Once completed, all reflective statements are to be added under Tab F in the Portfolio.

Competency Standard IV	Functional Areas	Definitions
To establish positive and productive relationships with families	Area 11: Families	Area 11: 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



As a teacher, I believe that it is important to build positive relationships with families. This means creating a sense of trust and respect between teachers and families, and working together to support the children's learning and development.

There are many different ways to build positive relationships with families. One important way is to be open and welcoming to families. This means making sure that families feel comfortable coming to you with questions or concerns, and that they feel like they are part of the educational process.

Another important way to build positive relationships with families is to communicate regularly with them. This can be done through phone calls, emails, or even home visits. When you communicate regularly with families, you can stay up-to-date on their children's progress, and you can also share information about the classroom and the curriculum.

It is also important to be respectful of families' cultures and values. This means learning about their families' backgrounds and traditions, and it also means being sensitive to their needs and concerns. When you are respectful of families' cultures and values, you can build a stronger relationship with them and you can better support their children's learning.

Finally, it is important to be willing to collaborate with families. This means working together with them to set goals for their children, and it also means working together to find solutions to problems. When you are willing to collaborate with families, you can create a stronger support system for their children, and you can also help them to feel more involved in their children's education.

I believe that by using these strategies, I can build positive relationships with families. This will help me to better support the children's learning and development, and it will also help me to create a more cohesive and supportive learning environment for all children.

Here are some additional tips on how to build positive relationships with families:

- Be honest and transparent. Families appreciate it when teachers are honest with them about their children's progress, and they also appreciate it when teachers are transparent about their own expectations and practices.
- Be patient. It takes time to build trust and rapport with families. Be patient and understanding, and don't be afraid to ask for help if you need it.
- Be flexible. Families have busy lives, and they may not always be able to meet with you at your convenience. Be flexible and willing to work with them to find a time that works for everyone.
- Be positive. Families appreciate it when teachers are positive and enthusiastic about their children's learning. Show them that you believe in their children and that you are committed to helping them succeed.
- Be yourself. Families can tell when teachers are being genuine, so be yourself and let your personality shine through. Families will appreciate your authenticity and will be more likely to trust you.

I believe that by following these tips, I can build positive relationships with families. This will help me to better support the children's learning and development, and it will also help me to create a more cohesive and supportive learning environment for all children.



RC IV-1: Family Counseling

<p><i>Family Counseling</i></p> <p>Caring Connections Family Counseling</p>	<ul style="list-style-type: none"> • Phone Number: (270) 940-5806 • Address: 1779 S Pineleaf Ave #100, Tarpon Springs, FL 34689 • Website: www.familycounselingcenter.com • Description: This local agency provides counseling services to families who may be experiencing challenges or seeking support. They offer a range of programs and resources to help families navigate difficult situations and strengthen their relationships.
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RC IV-2: Translation Services

<p><i>Translation Service</i></p> <p>Language Masters</p>	<ul style="list-style-type: none"> • Phone Number: (570) 465-2714 • Address: 43610 Central Station Dr #100, Ashburn, VT 20147 • Website: www.multilingualservices.com • Description: For families whose home language is not English or who require American Sign Language translation, these services can assist in ensuring effective communication. They offer professional and reliable translation services to bridge any language barriers.
<p><i>ASL Translation Service</i></p> <p>Translation Titans</p>	<ul style="list-style-type: none"> • Phone Number: (508) 925-4444 • Address: 1537 W Peace St., Canton, MD 76702 • Website: www.asltranslationagency.com • Description: For families whose home language is not English or who require American Sign Language translation, these services can assist in ensuring effective communication. They offer professional and reliable translation services to bridge any language barriers.

RC IV-3: Children with Disabilities

<p><i>Children with Disabilities</i></p> <p>Infinite Inclusion</p>	<ul style="list-style-type: none"> • Phone Number: (303) 427-4848 • Address: 8378 Charles W Way, Denver, CO 80221 • Website: www.specialresources.com • Description: Infinite Inclusion is dedicated to providing resources and support to children with disabilities. They offer inclusive programs and resources to creating inclusive environments.
<p>Guiding Lights</p>	<ul style="list-style-type: none"> • Phone Number: (847) 662-6943 • Address: 1 City W20, Gurney, IL 60031 • Website: www.specialresources.com • Description: Guiding Lights is committed to empowering children with disabilities to reach their full potential. They provide a wide range of resources, including therapy services, educational programs, and community integration opportunities.



RC IV-4: Resources for Children's Development

Little Innovators	<ul style="list-style-type: none">• Website address: http://www.littleinnovators.com/• Description: Little Innovators provides research-based information and resources on early childhood development. Their website offers articles, videos, and interactive tools to support parents in understanding their child's growth and development.
Mini Marvels	<ul style="list-style-type: none">• Website address: http://www.minimarvels.com/• Description: Mini Marvels is a leading organization in promoting high-quality early childhood education. Their website offers resources for families, including articles and tips on fostering healthy development and supporting learning at home.
Think Tank for Tots	<ul style="list-style-type: none">• Website address: http://www.tttots.com/• Description: Think Tank for Tots offers a wealth of information on children's cognitive development and mental health and development. Their website provides articles, expert advice, and resources to help parents navigate common challenges and promote positive mental well-being. Current article: "Helping Children Cope with Anxiety during Transitions."



Tab G: Competency Statement 5 + RC V

Focus: Managing a well-run, purposeful program.

- **Statement 5:** A 500-word reflective statement on how you keep the classroom organized and support children's learning.
- **RC V:** Three record-keeping forms you use (blank samples, not filled out):
 - Accident/injury report
 - Emergency contact form
 - Observation tool

Competency Statement V

The Reflective Competency statement must directly relate to the CDA Competency Standard V: To ensure a well-run, purposeful program that is responsive to participant need. This statement has a maximum word limit of 500.

Because of the word limit, it is a good idea to start the reflective statement with a paragraph explaining how your instructional practices satisfies Competency Standard II. An alternative method is to write a paragraph that addresses each of the functional areas.

Once completed, all reflective statements are to be added under Tab G in the Portfolio.

Competency Standard IV	Functional Areas	Definitions
To establish a well-run, purposeful program that is responsive to participant need	Area 12: Program Management	Area 12: 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.



Competency Standard V: To ensure a well-run, purposeful program that is responsive to participant needs

Sure, here is a 500-word personal essay about how to ensure a well-run, purposeful program that is responsive to participant needs:

As a teacher, I believe that it is important to ensure that my programs are well-run, purposeful, and responsive to participant needs. This means creating a program that is both effective and enjoyable for participants, and that meets their specific learning and development goals.

There are many different ways to ensure that a program is well-run. One important way is to have a clear and concise mission statement. This statement should outline the purpose of the program and the goals that it hopes to achieve. It is also important to have a well-defined curriculum that is aligned with the program's mission statement. The curriculum should be comprehensive and engaging, and it should provide participants with the opportunity to learn and grow in a meaningful way.

In addition to having a clear mission statement and curriculum, it is also important to have a well-organized and efficient program. This means having a system in place for tracking participant progress, and for providing timely and effective feedback. It is also important to have a team of qualified and experienced staff members who are committed to the program's success.

Finally, it is important to ensure that the program is responsive to participant needs. This means regularly collecting feedback from participants and using that feedback to make changes to the program as needed. It is also important to be flexible and adaptable, so that the program can be responsive to changing needs and circumstances.

I believe that by following these principles, I can ensure that my programs are well-run, purposeful, and responsive to participant needs. This will help me to create programs that are both effective and enjoyable for participants, and that help them to reach their full potential.



RC V: Accident/Injury Form

Accident/Injury Report			
Name of Facility	KidCare	Address (Street, City, State, Zip)	6070 S Rainbow Blvd Las Vegas, NV 89118
Date of Report	12/13/2022	Time of Report	12:32 p.m.
Name of Child			
DOB or Age	01/25/2020	Gender	<input type="checkbox"/> Male <input checked="" type="checkbox"/> Female
Person Reporting	Linda Park	Relationship (if Reporter is Facility)	Lead 2's Teacher
Incident Information			
Date of Incident	12/13/2022	Time of Incident	10:24 a.m.
Witnesses	Name: Mary Harrison Address (Street, City, State, Zip): 7015 Inverness Springs Rd, Las Vegas, NV 89118 Phone number: (904) 246-1000		
	Name: Vond Roeder Address (Street, City, State, Zip): 2285 Genesee St, Las Vegas, NV 89118 Phone number: (716) 507-0002		
Nature of the Incident	<input type="checkbox"/> Death of child while in care <input type="checkbox"/> Death of child due to contagious disease (Name of Disease: _____) <input type="checkbox"/> Child injury resulting in treatment by medical professional injury resulting in admission to hospital (Name of Physician or Hospital: _____)		<input checked="" type="checkbox"/> Classroom <input type="checkbox"/> Playground/Playroom <input type="checkbox"/> Restrooms <input type="checkbox"/> Kitchen <input type="checkbox"/> Bathroom <input type="checkbox"/> Unapproved Area (_____) <input type="checkbox"/> Off-Site Activity (_____) <input type="checkbox"/> Unknown <input type="checkbox"/> Other
	Location		

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	<input type="checkbox"/> Injury resulting in death		
Cause of Injury	<input type="checkbox"/> Hit/Car by Object <input type="checkbox"/> Fall from Activity/Equipment (_____) <input type="checkbox"/> Fall (Running/Tripping) <input type="checkbox"/> Bitten/Scratched by Another Child <input type="checkbox"/> Hit/Pushed by Another Child <input type="checkbox"/> Striking/Choking <input type="checkbox"/> Broken Bone/Strang <input checked="" type="checkbox"/> Bite from Another Animal <input type="checkbox"/> Burn <input type="checkbox"/> Heat/Cold Exposure <input type="checkbox"/> Other		
	Incident Details		
Antonio was playing with the plastic blocks when Antonio came over and asked if he could play. While Antonio had no, Maria told him to hold on to the toys. The assistant teacher was at the other corner with another child and continued to Antonio's screen and saw Antonio holding her arm.			

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RC V: Emergency Forms Template

Emergency Form			
Parent Instructions: Complete all items on the form. When indicated, add date. For items not applicable, mark as "N/A." Please to provide: This form must be updated annually.			
Child's Name: _____ (First) (Middle) (Last)			
DOB (mm/dd/yyyy): _____			
Enrollment Date: _____			
Date/Time of Expected Enrollment: _____			
Home Address: _____ Street Apt. _____ Floor _____ State _____ Zip _____			
Parent/Guardian Information			
Name	Relationship to Child	Contact Information	
		C:	Employee
		H:	No
		C:	Employee
		H:	No
Pickup Information			
Name of Authorized Pickup Person			
Address (Street Apt., City, State, Zip)			
Phone Number			
Relationship to Child			
Additional Information/Changes: _____			

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Sample

Emergency Form			
Parent Instructions: Complete all items on the form. When indicated, add date. For items not applicable, mark as "N/A." Please to provide: This form must be updated annually.			
Child's Name: _____ (First) (Middle) (Last)			
DOB (mm/dd/yyyy): 04/11/2021			
Enrollment Date: 09/04/2022			
Date/Time of Expected Enrollment: Monday/September 19th 9:00 a.m. - 3:00 p.m.			
Home Address: 2285 Genesee St			
St _____ Checkroom _____ Apt. _____ Floor _____ State _____ Zip _____			
Parent/Guardian Information			
Name	Relationship to Child	Contact Information	
Maria Sykes	Mother	C: (716) 507-0002	Employee: No
		H: N/A	No
Iron Sykes	Father	C: (716) 507-0002	Employee: N/A
		H: N/A	No
Pickup Information			
Name of Authorized Pickup Person		Maria Sykes	
Address (Street Apt., City, State, Zip)		2285 Genesee St, Cheektowaga, NY 14225	
Phone Number		(716) 507-0002	
Relationship to Child		Mother	

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RC V: Observation Tool Template

Sample



Anecdotal Record	
Name of Child: _____	Age: _____
Center: _____	Time: _____
Date: _____	
Name of Observer: _____	
Observations	
Interpretations	
Learning & Development	
Linking to Curriculum Plan/Further Steps	
Further Notes	

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Anecdotal Record	
Name of Child: _____	Age: 30 mo.
Center: Grading Tree Childcare	Time: 10:15 am
Date: 04/02/2021	
Name of Observer: Erik Therk	
Observations	<p>_____ was playing with a puzzle with two other children. He was able to fit the pieces and put them together correctly. When he finished the puzzle, he said, "All done!" This is the first time that _____ has used a complete sentence. He usually uses single words or gestures to communicate.</p> <p>_____ then went over to play with blocks, but became frustrated when the other children did not let him play. He said "Play" and "blocks" and showed signs of frustration that the children didn't understand what he was saying by screaming.</p>
Interpretations	<p>They are starting to communicate more using simple words and short sentences, but still experience frequent frustration due to not being able to convey his wants. He starts to screaming when he becomes frustrated that his wants are not understood or he does not have the skills to express himself.</p>
Learning & Development	<ul style="list-style-type: none"> • Working on communication and speech • Transition to when his words are not understood he cannot find the words to express himself.
Linking to Curriculum Plan/Further Steps	<ul style="list-style-type: none"> • Start soon to have a 1-on-1 meeting to discuss • Use possibility of an evaluation for speech delay. • Play activities that encourage communication.
Further Notes	

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Tab H: Competency Statement 6 + RC VI-1 through RC VI-3

Focus: Maintaining professionalism.

- **Statement 6:** A 500-word reflective statement on your professional growth and advocacy.
- **RC VI-1:** Contact information for your state's child care licensing or resource agency.
- **RC VI-2:** List of at least 2–3 early childhood professional organizations (e.g., NAEYC).
- **RC VI-3:** State's mandated reporter guidelines (showing how to handle suspected abuse/neglect).

Competency Statement VI

The Reflective Competency statement must directly relate to the CDA Competency Standard VI: To maintain a commitment to professionalism. This statement has a maximum word limit of 500.

Because of the word limit, it is a good idea to start the reflective statement with a paragraph explaining how your instructional practices satisfy Competency Standard II. An alternative method is to write a paragraph that addresses each of the functional areas.

Once completed, all reflective statements are to be added under Tab G in the Portfolio.

Competency Standard IV	Functional Areas	Definitions
To maintain a commitment to professionalism	Area 13: Professionalism	Area 13: Candidate makes decisions based on knowledge of research-based early childhood practices, promotes high-quality childcare services, and takes advantage of opportunities to improve knowledge and competence, for both personal and professional growth and for the benefit of children and families.

Competency Standard VI: To maintain a commitment to professionalism



As a preschool teacher, I believe that it is important to maintain a commitment to professionalism. This means being reliable, trustworthy, and ethical in my work. It also means being respectful of children, their families, and my colleagues.

I arrive to work on time and prepared. I also follow through on my commitments to children, families, and colleagues. For example, if I tell a child that I will help them with a puzzle after snack time, I make sure to do so. I also keep my commitments to families, such as sending them updates on their child's progress or returning their phone calls promptly.

I keep confidential information confidential. I also follow the rules and regulations of my workplace. For example, I do not share personal information about children with anyone outside of the classroom, and I make sure to follow all of the safety protocols in my workplace.

I make decisions that are in the best interests of children. I also treat all children with respect, regardless of their background or abilities. For example, if I see a child being bullied, I intervene to stop the bullying and talk to the children involved about why bullying is wrong. I also make sure to provide all children with the same opportunities, regardless of their race, ethnicity, religion, or socioeconomic status.

I listen to children and take their concerns seriously. I also respect their privacy and their right to make choices. For example, if a child tells me that they are feeling sad, I take the time to talk to them about how they are feeling and offer them support. I also make sure to ask children for their input on activities and projects, and I respect their choices, even if I disagree with them. I communicate regularly with families and keep them informed about their child's progress. I also respect their parenting choices. For example, I send home weekly newsletters that include information about what we are learning in the classroom, and I schedule regular parent-teacher conferences to discuss each child's progress. I also make sure to respect families' decisions about how they want their children to be raised, even if I disagree with those decisions.

I cooperate with colleagues and help out when needed. I also respect their opinions and expertise. For example, if I am working on a project with another teacher, I make sure to share my ideas and listen to their ideas as well. I also make sure to respect their expertise in areas where they have more experience than me.

I believe that by maintaining a commitment to professionalism, I can create a safe and supportive learning environment for all children. I can also help children to develop into confident and responsible learners.

RC VI-1: State Agency Information

Name of Agency:	MSDE Division of Early Childhood Office of Child Care
Website:	https://earlychildhood.marylandpublicschools.org/office-child-care
Address:	200 West Baltimore Street, Baltimore, MD 21201
Phone Number:	(410) 767-0100



RC VI-2: Early Childhood Organizations/Associations

YoungMinds Association	<p>Website Address: http://youngmindsassociation.org/</p> <p>Description: YoungMinds Association offers:</p> <ul style="list-style-type: none"> • Professional development: YoungMinds offers a variety of professional development opportunities, including online courses, webinars, and conferences. • Advocacy: YoungMinds advocates for policies that support high-quality early childhood education. • Resources: YoungMinds provides a variety of resources for early childhood educators, including publications, toolkits, and research briefs. <p>YoungMinds offers a variety of membership levels, including individual, family, and organizational memberships. Membership benefits include access to their exclusive resources, discounts on professional development opportunities, and voting privileges.</p>
Early Childhood Stepping Stones	<p>Website: http://www.zerotothree.org/</p> <p>Description: Early Childhood Stepping Stones is a nonprofit that offers research-based resources and supports for parents, professionals, and policymakers.</p> <ul style="list-style-type: none"> • Articles: Zero to Three publishes articles on a variety of topics related to early childhood development. • Books: Zero to Three publishes books on a variety of topics related to early childhood development. • Conferences: Zero to Three hosts conferences on a variety of topics related to early childhood development. • Membership: Zero to Three offers memberships that provide access to resources, discounts, and more.

RS VI-3: Reporting Child Abuse and Neglect

Name of Agency:	Nebraska Department of Health and Human Services
Website:	https://dhhs.ne.gov/Pages/default.aspx
Address:	301 Centennial Mall South, Lincoln, NE 68509
Phone Number:	(402)471-3121 (800)833-7352



Mandated Reporting Guidelines

Sample:

Who are mandated reporters? Mandated reporters are individuals who are required by law to report suspected child abuse or neglect. In Nebraska, mandated reporters include:

- All licensed child care providers
- All teachers and other school personnel
- All medical professionals, including doctors, nurses, and social workers
- All law enforcement officers
- All mental health professionals
- All clergy
- Any adult who has reason to believe that a child has been abused or neglected

What are the reporting requirements? Mandated reporters in Nebraska are required to report suspected child abuse or neglect to the Nebraska Department of Health and Human Services (DHHS). Reports can be made online, by phone, or by mail.

What information must be reported? When reporting suspected child abuse or neglect, mandated reporters must provide the following information:

- The child's name and age
- The child's address
- The names of the child's parents or guardians
- The nature of the suspected abuse or neglect
- The names of any other individuals who may have witnessed the abuse or neglect

What happens after a report is made? Once a report of suspected child abuse or neglect is made, DHHS will investigate the allegation. If the investigation finds that child abuse or neglect has occurred, DHHS will take steps to protect the child. These steps may include removing the child from the home, providing services to the family, or prosecuting the abuser.



Tab 9: Professional Philosophy Statement

What to include:

- A 1–2 page statement that ties everything together.
- Describe your beliefs about teaching, learning, families, and professionalism.

The final piece of the CDA Professional Portfolio is the Professional Philosophy Statement. It is a one- to two-page document that describes your approach to teaching, the methods they use, and their expertise.

A philosophy statement is not a resume. It is a description of your:

- Concept of teaching and learning
- How they teach and/or provide care to young children
- Why they teach or provide care in the way they do

Writing a Professional Philosophy Statement takes time and self-reflection. There is no right or wrong way to write one, but it should align with the Reflective Competency Statements. The ideas and approaches to teaching that you describe should be similar in both documents.

The philosophy statement can be written in paragraph form, created through visuals, or formatted as a question/answer format. However, it should be:

- Labeled with a heading and your name
- Clear and concise
- Spell-checked, written in full sentences, and grammatically correct
- Typed in 11-12-point font using Arial or Times New Roman
- No longer than 2 pages

To make your philosophy statement memorable and unique, include specific examples of your teaching and caregiving strategies. What sets you apart from other early childhood educators? What do you want the CDA Council to remember about you? How are you going to show them that you are intentional about supporting children's development and learning, and that you are committed to your career?

Finally, avoid the use of declarative statements such as "The only way that children learn is..." Instead, write about your experiences and your beliefs. When you "own" those statements, you appear more open to new and different ideas about teaching.

- Incorporate various teaching tactics and approaches to effectively demonstrate your presence in the classroom. Offer specific examples of your teaching and nurturing methods to help people



visualize your daily interactions with children and gain a clear understanding of the learning environment you have established. Strive to make your approach memorable and distinctive.

- Highlight what sets you apart from others. Emphasize the aspects of your teaching style that you want the CDA Council to remember. Demonstrate your dedication to supporting children's development and learning by showcasing your deliberate efforts. Show the Council that you are committed to your career.
- Own and personalize your teaching philosophy. Steer clear of making absolute statements such as "The only way children learn is..." to avoid appearing as if you know everything or are resistant to new ideas. Instead, share your personal experiences and beliefs. By taking ownership of these statements, you convey a willingness to consider and embrace new and diverse teaching strategies.



A child care teacher's professional philosophy is the foundation upon which they build their approach to teaching and caring for young children. It encompasses their beliefs, values, and goals for both themselves and the children in their care. In this essay, I will discuss my own professional philosophy as a child care teacher and explain how it guides my interactions with children, their families, and my colleagues.

My philosophy as a child care teacher is rooted in the belief that every child is unique, capable, and deserving of respect and support. I see children as competent individuals who are active participants in their own learning. I believe in creating a nurturing and inclusive environment that fosters their individual strengths and interests, while also promoting their social, emotional, cognitive, and physical development.

One of the key principles that underpins my philosophy is the importance of building positive relationships with the children in my care. I value the process of getting to know each child as an individual - their personalities, preferences, and learning styles. By doing so, I am able to create a safe and trusting environment where they feel secure, confident, and supported in their exploration and discovery.

I see myself as a facilitator of learning rather than a traditional instructor. I aim to provide children with a wide range of hands-on, open-ended experiences that allow them to explore, question, and make connections to the world around them. I believe in giving children the autonomy to make choices, problem-solve, and take risks. This not only fosters their independence and critical thinking skills but also allows them to develop a sense of ownership and pride in their achievements.

In line with my philosophy, I also believe in the importance of play as a crucial vehicle for learning in early childhood education. Play provides children with opportunities to engage in meaningful, self-directed activities that enhance their imagination, creativity, and problem-solving abilities. I am committed to providing a play-based curriculum that offers a balance of child-initiated and teacher-guided activities, allowing for both structured learning experiences and spontaneous exploration.

Furthermore, I believe that families are integral partners in a child's education and development. I value the input and collaboration of parents and caregivers and strive to create a strong home-school connection. I am committed to establishing open and consistent lines of communication, and I actively involve families in their child's learning journey through regular updates, parent-teacher conferences, and collaborative decision-making.

Additionally, my philosophy as a child care teacher encompasses a commitment to professional growth and continuous learning. I believe in staying up-to-date with current research and best practices in early childhood education. I seek out professional development opportunities, attend workshops and conferences, and engage in reflective practices to enhance my skills and knowledge. I am also dedicated to fostering a collaborative and supportive professional environment amongst my colleagues, where we can share ideas, provide feedback, and learn from one another.

In conclusion, my professional philosophy as a child care teacher revolves around the belief that every child deserves to be respected, supported, and celebrated for their unique abilities and potential. I prioritize building positive relationships, providing open-ended play experiences, and involving families in their child's education. I strive for continuous professional growth and collaboration with my colleagues. By embracing this philosophy, I aim to create a nurturing and inclusive environment where children can thrive, grow, and develop a lifelong love of learning.

