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:

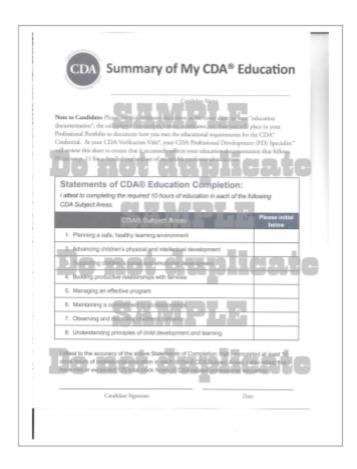
- Clear, organized, and easy to read.
- Divided into sections using tabs or labels.
- Typed or neatly written.

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).



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.





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 todders, who are still developing their motor skills and cognitive abilities. They are also more vulnerable to littury and illness than older children.

There are a number of things that I do to ensure that my classroom is safe and healthy for initiatis and todders. 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 conds that could be a strangulation hazard. I also make sure that the classroom is well-lift and that there are no tripping hazards.

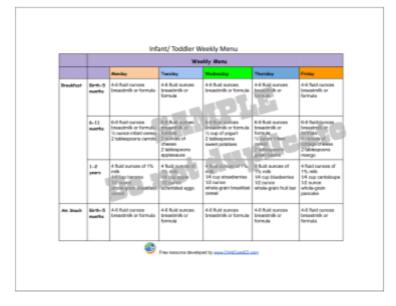
In addition to the physical environment, I also ficus on creating a positive and nurturing emotional environment. This means providing a space where infants and todders feel loved and accepted, and where they can express themselves freely. I do this by being warm and welcoming, listening to infants'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

I also make sure that infants and todders 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 todders have plently of apportunities 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 quardians.

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

RC I-1







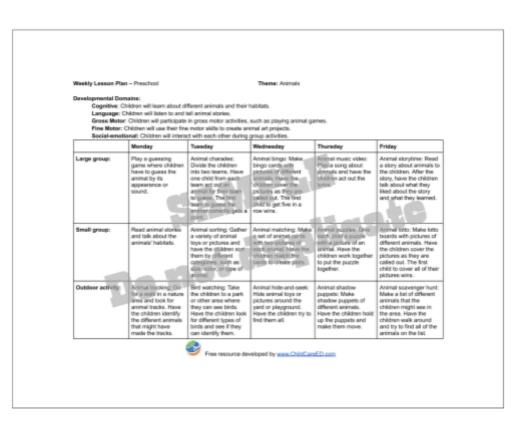
RC I-2

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 ptenty of open spaces for children to run and play, as well as cazy nocks 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. It was a looky to have a great team of teachers and staff who are always there to lond 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 children's the classroom by removing all potential hazards, such as sharp objects, small toys that could be a choking inazard, and electrical cords that could be a strangulation inazard. 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 apportunities 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 marm 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:



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:
 - 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 correct 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

	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. 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.
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I believe that children's physical and eagnitive 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 eagnitively engaged, they are better able to think critically and solve problems. When they are able to emmunicate 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 playsical development. One important way is to provide them with plently of apportunities for playsical activity. This can include playing authors, participating in sports, or simply running around and playing at home. It is also important to encourage children to teathey foods and get enough sleep.

cognitive Development cognitive development is the process of turking, learning, and understanding. It includes skills such as problem-solving, memory, and attention, cognitive development is important for children's success in solvial 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 alongs to support children's cognitive development. One important way is to grounde 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.

communications 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 produces, and advacate 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 healthcy 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 bob, 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, blacks, and dress-up elathes. 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 apportunity 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 appartunity to reach their full potential. Buy supporting their physical and examitive development, communication, and ereativity, we can help them to become the best versions of thems

RC II-1: Science/Sensory





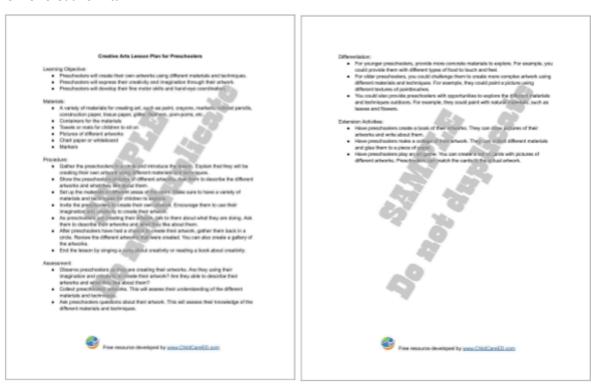
RC II-2: Language and Literacy







RC II-3: Creative Arts



RC II-4: Fine Motor/Indoor Activity





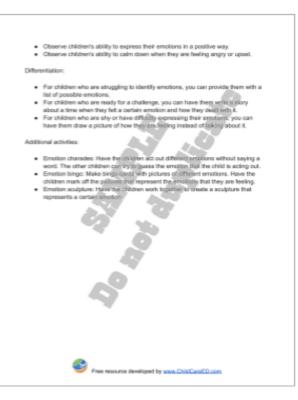
RC II-5: Gross Motor/Outdoor Activity





RC II-6: Self-Concept





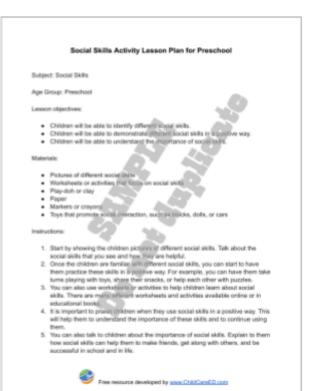
RC II-7: Emotional Skills/Regulation





RC II-8: Social Skills







RC II-9: Mathematics





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 which when children are able to express their emotions in a healthny want, then are less likely to act out or become aggressive. Then 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 healthny want. I also teach them how to manage their emotions when then are feeling anyway, sid, 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 eagable 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 may 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 may 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 tray some of the strategies I learned in the workshop in may classroom.

I am also examitted to continuing may own professional development. I believe that it is important for teachers to stary 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 may work as an early childhood educator. I believe that every child deserves a quality education, and I am committed to providing may students with the best possible learning experience. I am confident that buy 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
The Day the Asteroid Came	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.
The Paper Bag Princess	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.
Where the Wild Things Are	Maurice Sendak	1963	Harper & Rów	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.
Alexander and the Terrible, Horrible, No Good, Very Bad Day	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.



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 apen and welcoming to families. This means making sure that families feel comfortable coming to you with guestions 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 stary 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 implied 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 busey 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

Caring Connections
Family Counseling

Caring Connections
Family Counseling

Phone Number (12) 5-0-5806

Address 179 5 Phone Springs, FL 34689

Wiles to www.familycounselingcenter.com

Description This local agency provides to the ring services to families who may be every enough on length of resources to help families in available difficult situations and strengthen their relationships.

RC IV-2: Translation Services



RC IV-3: Children with Disabilities



RC IV-4: Resources for Children's Development

Little Innovators	Website address: http://www.littleinovators.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	Viebsite address: http://wwmmarvelscom/ Description Mini Marvels is a leading arganization in promoting high-quality early childhood education. Their website offers resources for families, including articles and tips on lostering healthy sevelopment and supporting learning at home.
Think Tank for Tots	 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
 - o 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 gualified 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





RC V: Emergency Forms Template



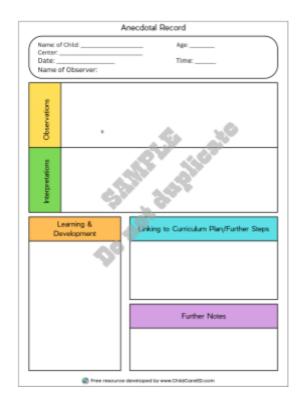
RC V: Observation Tool Template

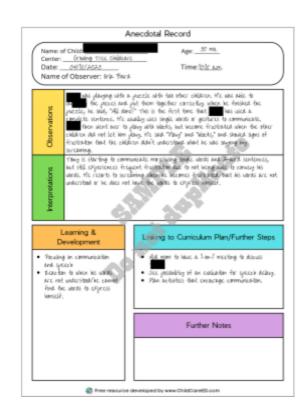
Sample



Sample







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, trustworthug, and ethical in mug work. It also means being respectful of children, their families, and mug colleagues.

I arrive to work on time and prepared. I also follow through on muy commitments to children, families, and colleagues. For chample, 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 may commitments to families, such as sending them updates on their child's progress or returning their phone calls promptley.

I keep confidential information confidential. I also follow the rules and regulations of my workplace. For chample, 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 chample, if I see which being builted, I intervene to stop the builtying and talk to the children implied about what builtying is wrong. I also make sure to provide all children with the same apportunities, regardless of their race, ethnicity, religion, or seciocomomic status.

I listen to children and take their concerns scriously. 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 their 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 childs 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-takeher 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 easperate with colleagues and help out when needed. I also respect their opinions and expertise. For chample, if I am working on a project with another teacher, I make sure to share may ideas and listen to their ideas as well. I also make sure to respect their expertise in areas where theor have more experience than me.

I believe that buy 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://early.co.com/aryland/ublicschools.org/office-child-care
Address:	200 West Baltimore Street, Baltimore, MD 21201
Phone Number:	R400767-0000

RC VI-2: Early Childhood Organizations/Associations

YoungMinds Association	Website Address http://youngtrindsossociation.org/ Description YoungMinds Association offers
	Professional development: YoungMinds offers a variety of professional development opportunities, including online courses, webmars, 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. YoungMinds offers a variety of membership levels, including individual forms, and organizational memberships. Memorphy benefits include access to their exclusive isolaries, discounts on professional development coordunities, and voting privileges.
Early Childhood Stepping Stones	Website bit Newweckteppingstones.com/ Description Larry Childhood Stepping Stones is a nonprofit that office research-based resources and supports for parents, office research-based resources and supports for parents. 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 bosts 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 Mali 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 buy 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 clerger
- · Anog adult who has reason to believe that a child has been abused in reduceted

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 inline, buy phone, or buy 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 many have witnessed the abuse or neglect

what happens after a report is made? Once a report of suspected child abuse or neglect is made, DMMS will investigate the allegation. If the investigation finds that child abuse or neglect has becurred, DMMS will take steps to protect the child. These steps may include removing the child from the home, providing services to the familia, 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 earing 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 may own professional philosophy as a child care teacher and explain how it guides may interactions with children, their families, and may colleagues.

May 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 migself 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 purney 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, may 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 may colleagues. Buy embracing this philosophy, I aim to create a nurturing and inclusive environment where children can thrive, grow, and develop a lifeling love of learning.