

CDA® Competency Standards AT-A-GLANCE

COMPETENCY GOALS	FUNCTIONAL AREAS	DEFINITIONS
GOAL I <i>To establish and maintain a safe, healthy learning environment</i>	1. Safe	Candidate provides a safe environment and teaches children safe practices to prevent and reduce injuries.
	2. Healthy	Candidate provides an environment that promotes health and prevents illness, and teaches children about good nutrition and practices that promote wellness.
	3. Learning Environment	Candidate organizes and uses relationships, the physical space, materials, daily schedule, and routines to create a secure, interesting, and enjoyable environment that promotes engagement, play, exploration, and learning of all children including children with special needs.
GOAL II <i>To advance physical and intellectual competence</i>	4. Physical	Candidate uses a variety of developmentally appropriate equipment, learning experiences and teaching strategies to promote the physical development (fine motor and gross motor) of all children.
	5. Cognitive	Candidate uses a variety of developmentally appropriate learning experiences and teaching strategies to promote curiosity, reasoning, and problem solving and to lay the foundation for all later learning. Candidate implements curriculum that promotes children's learning of important mathematics, science, technology, social studies and other content goals.
	6. Communication	Candidate uses a variety of developmentally appropriate learning experiences and teaching strategies to promote children's language and early literacy learning, and help them communicate their thoughts and feelings verbally and nonverbally. Candidate helps dual-language learners make progress in understanding and speaking both English and their home language.
	7. Creative	Candidate uses a variety of developmentally appropriate learning experiences and teaching strategies for children to explore music, movement, and the visual arts, and to develop and express their individual creative abilities.

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GOAL III <i>To support social and emotional development and to provide positive guidance</i>	8. Self	Candidate develops a warm, positive, supportive, and responsive relationship with each child, and helps each child learn about and take pride in his or her individual and cultural identity.
	9. Social	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.
	10. Guidance	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.
GOAL IV <i>To establish positive and productive relationships with families</i>	11. Families	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.
GOAL V <i>To ensure a well-run, purposeful program that is responsive to participant needs</i>	12. Program Management	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.
GOAL VI <i>To maintain a commitment to professionalism</i>	13. Professionalism	Candidate makes decisions based on knowledge of research-based early childhood practices, promotes high-quality in child care services, and takes advantage of opportunities to improve knowledge and competence, both for personal and professional growth and for the benefit of children and families.