Change is good… if you see it coming!

Announcing the Retirement of…
• The CDA Advisor
• The Council Representative

Soon it will be…
The CDA Professional Development Specialist
The CDA Professional Development Specialist

• Same credentials as Council Rep
• New Role… **R.O.R.**

  — **R**eview candidates documentation (1 hour)

  — **O**bserve the candidate working with young children
    (the Formal Observation) (2 hours)

  — **R**eflect (Reflective dialogue with the candidate) (1 hour)

✓ Areas of strength & weakness
✓ Goal setting and action planning (Verification Visit)
Becoming a PD Specialist

• Complete application and send in credentials

• Online training and test

• Certified as a PD Specialist

• Refreshers & Renewals
CDA Professional Development Specialist

Eligibility Requirements

A. PERSONAL

• Affirm their ability to relate to people of various racial, ethnic, and socio-economic backgrounds.
• Be knowledgeable about local, state, and national requirements and standards for child care programs serving children aged birth through 5 years.
• Be familiar with the center where the Candidate will be observed and with the needs of families and children in the community.
B. EDUCATIONAL BACKGROUND

• Hold a Baccalaureate or Associate degree from an accredited college or university in one of the following disciplines:
  - Early Childhood Education/Child Development
  - Elementary Education/Early Childhood Education
  - Home Economics/Child Development

• The degree must include, at minimum, 18 semester or 24 quarter hours of coursework in Early Childhood Education/Child Development, studying children birth through 5 years.

For those with a BACCALAUREATE DEGREE, two years in a child care setting serving children from birth to 5 years of age to include: one year working directly with children as a caregiver, teacher, child life worker, social worker, or similar role, AND one year facilitating the professional growth of at least one other adult.
WAIVERS

• A variety of experiences, such as teaching college coursework, may be submitted to document experience in early childhood education/child development. All such substitutions should be submitted in writing for Council approval.
As an Instructor... Should I Get on Board?

YES!!

www.cdacouncil.org/cda2013

CDA Professional Development Specialist

Signup Form
Documentation Changes

New Competency Standards Books (early 2013)

Autobiography

Professional Philosophy Statement

Professional Resource File

Professional Portfolio
Competency Goal Statements

Reflective Statements of Competence

Parent Questionnaires

Family Questionnaires

Observation Instrument

Comprehensive Scoring Instrument

No more Application Packet!
Other Changes

- 5 year limit on training: Anytime in career
- 5 year limit on 480 hours experience: 3 years
- Sending in transcripts/proof of training to Council: Will be reviewed by the PD Specialist
• Assigned Council Reps
  PD Specialist
  chosen by the candidate (from a directory or personally)

• Infant/Toddler Candidates...
  now only ONE observation!

• Increase in the Application Fee-
  $325 $425
  (September 1, 2013)
Professional Portfolio

• Updated collection of resources

• 6 Reflective Statements of Competence

• Professional Philosophy statement
Resources

1. Provide summaries of the legal requirements in your state regarding:

   RC 1.1 Child abuse and neglect (including contact information for the appropriate agency in your state)

   RC 1.2 Mandatory Reporting Guidelines

2. Include the current certificate of completion of a certified pediatric first-aid training course
3. Provide copies of two weekly menus. In order to complete your related Reflective Competency Statement on this topic, one of the two must be a menu that you have participated in serving to and/or designing for children.

Preschool... 2 for preschoolers

Family Child Care... 1 for infants/Toddlers

1 for preschoolers

For Center-Based Infant/Toddler... Feeding schedule or

menu:

1 for each age group:

- Young Infants
- Mobile Infants
- Toddlers
4. Provide a sample of your weekly plan that includes goals for children’s learning and development, brief descriptions of planned learning experiences, and also accommodations for children with special needs (whether for children you currently serve or may serve in the future). Indicate the age group(s) for which the plan is intended.
5. In your own words, describe nine learning experiences that cover each of the following:

RC 5.1 Science/Sensory
RC 5.2 Language and Literacy
RC 5.3 Creativity
RC 5.4 Fine motor (please choose an indoor activity)
RC 5.5 Gross motor (please choose an outdoor activity)
RC 5.6 Self Concept
RC 5.7 Emotional Skills/ Regulation
RC 5.8 Social Skills
RC 5.9 Math

Center-based Preschool... 3’s, 4’s, 5’s
Center-based Infant/Toddler... Young Infants, Mobile Infants. Toddlers
Family Child Care... Infants, Toddlers, Preschoolers
6. Create a bibliography that includes the titles, authors, publishers, copyright dates and short summaries of ten developmentally appropriate children’s books that you have used with young children. Each book should support a different topic related to children’s lives and challenges. Subjects you might consider addressing include:

- Cultural or linguistic group identity
- Gender Identity
- Children with Special Needs
- Separation/Divorce/Remarriage/Blended Families
- Phases of the cycle of life from human reproduction to death
- Other topics that reflect the children and families with whom you work.
7. Create a *Family Resources Guide* that you might choose to share with the families you serve. The Guide should include all of the helpful information you think they might need. At a minimum, you must include the following required items:

RC 7.1 The name and contact information (phone number, web site, etc.) of a local agency that provides family counseling.

RC 7.2 The name and contact information (phone number, web site, etc.) of a translation service for families whose home language is other than English *as well as a service that provides American Sign Language translation*.

RC 7.3 The name, contact information and brief descriptions of at least two agencies in the community that provide resources and services for children with disabilities (in most communities, the local school district provides these services).
RC 7.4 A list of three or more websites, and brief descriptions of each, that provide current information to help families understand how young children develop and learn. Include one current article for each website.

Center-based Preschool... 3-5 yrs. One relating to child guidance

Center-based Infant/Toddler... 0-3 yrs. One relating to early brain development

Family Child Care... 0-5 yrs. One relating to child guidance
8. Provide three samples of record keeping forms you use/have used. Include an accident report form, an emergency form and a completed tool/form that you have used to observe and document a child’s developmental/learning progress (*Do not include child’s name*).

9. Provide the name and contact information of your state’s agency that regulates child care centers and homes.

   - RC 9.1 Qualification requirements for personnel (teachers, directors and assistants)
   - RC 9.2 Group size, adult-child ratio requirements
10. List two or three early childhood associations (national, regional, state or local), including website addresses, and describe the professional resources and membership opportunities they each offer.
Competency Goal I

*To establish and maintain a safe, healthy learning environment*

Begin your Reflective Statement about this Competency Goal with a paragraph describing how your teaching practices meet this Goal.

Then write at least one paragraph on each of the following:

CG 1.1 Reflect on the sample menu in the Resource Collection that you participated in serving and/or designing:

➢ If you designed the menu, how does it reflect your commitment to children’s nutritional needs?

➢ If you served the menu but did not design it, what are its strengths and/or what would you change?
CG 1.2 Reflect on the room environment in which your Observation will occur:

How does the room design reflect the way you believe young children learn best?

If the room was not designed by you, what do you see as its strengths and/or what would you change?

🌟 For Infant/Toddler.... reflect on and describe the similarities and differences between room environments designed for infants as compared to toddlers.
CG 1.3 Reflect on the weekly plan you included in your Resource Collection.

How does this plan reflect your philosophy of what young children need on a weekly basis?

If the plan was not designed by you, what do you see as its strengths and/or what would you change?

For Infant/Toddler.... Describe how you would adapt this weekly plan for use with each of the three age groups (young infants, mobile infants and toddlers).
Competency Goal 2

To advance physical and intellectual competence

CG 2.1 Pick one of the nine learning experiences you chose for your Resource Collection. How does this experience reflect your philosophy of how to support physical development?

CG 2.2 Pick another of the nine learning experiences you chose for your Resource Collection. How does this experience reflect your philosophy of how to support cognitive development?

CG 2.2 Pick a third of the nine learning experiences you chose for your Resource Collection. How does this experience reflect your philosophy of how to support creative development?
CG 2.4  In an additional paragraph, describe ways to promote the communication/language development among all children including dual language learners.
Competency Goal 3

To support social and emotional development
and to provide positive guidance

CG 3.1 Describe some of the ways you support the development of children’s positive self-concepts and growing social/emotional skills.

CG 3.2 Reflect on your philosophy of guiding young children’s positive behaviors. How is your professional philosophy similar or different from how you were guided as a child? How do you constructively deal with young children’s challenging behaviors?
Competency Goal 4

To establish positive and productive relationships with families

CG 4.1 How do you ensure that families are kept aware of what’s happening in their child’s daily/weekly life in your program?

CG 4.2 How do you ensure that you are aware of what’s happening in each child’s home life? How does that awareness direct your teaching practices?

CG 4.3 Reflect on the feedback you received in the Family Questionnaires you collected. Explain how the responses surprised you, confirmed your own reflections about yourself and/or gave you a new goal for professional growth.
Competency Goal 5

*To ensure a well-run, purposeful program*

*that is responsive to participant needs*

○ Write at least one paragraph that describes how you used the observation tool/form you included in the Resource Collection.

○ Why are observation and documentation important parts of program management?

○ How do you ensure that you are accurately/objectively observing and tracking each child’s developmental and learning progress?
Competency Goal 6

To maintain a commitment to professionalism

CG 6.1 Reflect on why you chose to become an early childhood professional.

CG 6.2 Reflect on what you believe are the most important indicators of professionalism that you possess.
The Professional Philosophy Statement

• Final reflective task in the creation of your Professional Portfolio.

• Summarize your professional beliefs and values about early childhood education *after* you have completed the Professional Portfolio.

• No more than two pages in length.
Identify your personal values and beliefs around teaching and learning:

○ How do you believe young children learn?

○ Based on this, explain what you believe your role is as their teacher/caregiver.

○ Beyond teaching and learning, reflect and write about what you believe are the other important aspects of your role in the lives of children and families.
Your philosophy statement is a personal reflection of your thoughts on the purposes of education, as well as your educational beliefs, ideals, and values, based upon self-reflection and soul-searching.

It should detail your beliefs about how children develop and learn, and what and how they should be taught.
Your philosophy will be an ever changing, evolving document that you update as you grow and develop as an educator.
Reflect upon the following statements as you think about your beliefs regarding education to complete the body of the paper.

You may discuss issues not listed here, but you must complete each statement below with a clear, detailed explanation. (one full paragraph minimum)

Consider children from birth through age five.

- My personal beliefs about children and learning include…
- The purposes of early childhood education are…
• I believe that children learn best when…
• The curriculum of any classroom should include certain “basics” that contribute to a child’s social, emotional, intellectual, and physical development. These basics are…
• Children learn best in an environment that promotes learning. Features of a good learning environment are…
• All children have certain basic needs that must be met if they are to grow and learn at their best. Some of these basic needs are…
• I would meet these needs by…
• A teacher should have certain qualities and behave in certain ways. Qualities I think are important for teaching include…

• Students with special needs often require adaptations in instructional practices to meet their needs. Some strategies I can use to help me teach children with disabilities include…

• Early childhood professionals work with children and families from diverse cultural backgrounds. There are many ways you can provide for children’s learning styles while responding appropriately to diversity. Modifications that can create a more culturally responsive learning environment include…
Comprehensive Scoring Instrument

• More streamlined

• Items are grouped in a more reasonable manner

• Still based on the 13 Functional Areas

• Based on items in the Professional Portfolio and observable criteria
CDA Exam

(Replaces the Early Childhood Studies Review)

• 60 question multiple choice
  
  (B-36 months for Infant/Toddler) 
  
  (B-5 years for Family Child Care & Center-based Preschool)

• 5 photo-with-narrative questions (Oral Interview)
• 1 hour & 45 minutes

• **PearsonVUE Testing Center**
  (within 30 days of approved application)

• **English & Spanish** (others with fee)

• Questions are more situational
The Verification Visit

The Reflective Dialogue Process (50 minutes)

1. Welcome

2. Clarifications (Questions from the Observation)
3. Reflective Dialogue (not scored)

(Reflective Dialogue Worksheet)

Review Professional Philosophy Statement

(Candidate Self-Reflection) 10 minutes

Areas of Professional Strength

a. What do you think/believe are your greatest areas of strength as an early childhood professional?

b. Why? How did you develop these areas of strengths?

c. How do you think your areas of strength may positively impact the children and families in your care?
Areas of Future Professional Growth

a. What do you think/believe are your greatest areas for future growth as an early childhood professional?

b. Why do you think this area(s) is more challenging for you than the areas you mentioned as strengths?

c. How do you think working on these areas for growth may positively impact the children and families in your care?
4. PDS Feedback (less than 10 minutes)

*One Area of Professional Strength*

a. Having reviewed your Portfolio and observed you working with children, here is the greatest area of professional strength I documented.

b. How did you develop this strength?

c. How do you think this strength may positively impact the children and families in your care?
One Area for Future Professional Growth

a. Here is an area for future professional growth that I documented.

b. How might growing in this area positively impact the children and families in your care?
5. Goal Setting and Action Planning (10 min.)

Goal Setting...

Using the areas of strength and future growth that you’ve identified and written down on your Reflective Dialogue Worksheet, let’s take some time to identify 1 – 3 professional development goals you might set for yourself.
Action Planning...

How will you achieve these goals and by when?

Let’s brainstorm some actions you might take and timelines for completion. Then you can write them in the appropriate spaces on your Worksheet.

End of Verification Visit

Candidate and PDS both sign statements at bottom of Worksheet. (Candidate commits to pursuing goals, PDS signs to verify completion of Reflective Dialogue)
Projected Dates

Early 2013...

• New Competency Standards Books

• New Essentials Book

• Materials for Transitioning Now!

• PD Specialist Training

June 2013... New CDA system

(Application must be received by 5/31 to use old system)

Professional Resource File-

Accepted until December 1, 2013
Questions… No Problem!

- dpierce@ivytech.edu

- cdahelp.wordpress.com
  
  (My blog, with almost 1,000 CDA questions/answers!)

(My nationally syndicated blog on BAM! Radio. Click “bloggers”)