

BIRTH TO KINDERGARTEN COURSE SYLLABUS FOR PROGRAM APPROVAL

1. State Course Number

CECE 1033

2. Course Title

Strengthening the Care and Development of Young Children III

3. Course Description

3.1 Catalog Description

This course will prepare candidates to understand the components of designing and running a quality early childhood program. It provides an introduction to 1) planning and implementing a safe and healthy learning environment 2) ensuring a well-run, purposeful program and 3) maintaining a commitment to professionalism.

3.2 Narrative Description

Successful completion of the course will result in student meeting the following requirements for a CDA Credential: 45 clock hours of instruction with a minimum of 10 clock hours in each of 3 of 8 CDA required subject areas and 10 clock hours of clinical experiences.

Anticipated Breakdown by CDA Subject Area:

- CDA Subject area 1 (Planning a safe and healthy learning environment)- 10 hours
- CDA subject area 5 Managing an effective program operation)- 10 hours
- CDA subject area 6 (Managing a commitment to professionalism)- 10 hours
- Capstone project, completion of CDA portfolio- 15 hours

4. Prerequisites

CECE 1013 or Concurrent enrollment in CECE 1013

5. Credit Hours

3 credit hours

6. Primary/Secondary Standards and Competencies

See the attached “Chart 1: Primary and Secondary Standards for Course Syllabus ” and “Chart 2: Primary and Secondary Teacher Competencies for Course Syllabus Chart” for a listing of the primary and secondary standards and competencies addressed in the course.

7. Primary Course Objectives, Candidate Learning Outcomes, Artifacts, Tasks, Criteria, and Clinical Experiences

See the attached “Chart 3: Course Learning Objectives, Candidate Learning Outcomes, Artifacts, Tasks, Criteria, and Clinical Experiences” for a listing of the outcomes, artifacts, tasks, criteria, clinical experiences, and clock hours addressed in the course.

8. Textbooks, Materials, & Resources for Students [e.g., Rivers, J. J. (2012). *Early literacy lessons*. Riverdale, NY: Newman Press.]

8.1 *The Infant-Toddler CDA "2.0" Competency Standards Book*. (Available from CDA Council) or *Preschool CDA "2.0" Competency Standards Book*. (Available from CDA Council)

8.2 *CDA Essentials for Working with Young Children*. (Available from CDA Council)

9. Knowledge Base for Faculty

9.1 Empirical Knowledge Base [e.g., Sentry, J. D. (2014). A study of the social and emotional needs of three-year-olds. *Journal of Early Childhood Education*, 21, 10-26.]

To be developed.

9.2 Other Knowledge Base: [e.g., Rogers, A. P., & Springer, G. (2013).

To be developed.

10. Qualifications of Faculty Teaching the Course

Faculty will possess a minimum of a Master's degree with 18 credit hours in the discipline in which they are teaching and a minimum of three years of experience working with children from birth to kindergarten.

Southern Association of Colleges and Schools Commission on Colleges (SACS) Standard

3.7.1: This institution employs competent faculty qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, the institution will give primary consideration to the highest earned degree in the discipline. The institution will also consider competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of the faculty.

11. Grading System

The following grading system will be used to assign grades in the course:

A	=	93 to 100
B	=	85 to 92
C	=	77 to 84
D	=	70 to 76
F	=	Below 70

12. Background Check

Note: The Louisiana Department of Education will provide recommendations for this section.

13. College/University and Procedures and Classroom Policies (e.g., Accommodations for Students with Disabilities, Academic Integrity, Availability of Academic Support, Tobacco-Free Policy, Attendance, Conditions for Making Up Missed Work, Data Management System, etc.)

Note: This section will be completed by individual colleges and universities.

14. Course Outline

Note: This section will be completed by individual colleges and universities.

Dates	Topics	Required Readings	Required Artifacts	Clinical Experiences

15. Other Information

14.1 Specific Guidance for Professional Portfolio- Suggested Activities for Course 3 (CECE 1033)

The Professional Portfolio is required to be completed by all CDA candidates at the time of their application to the Council for Professional Recognition.

To assist CDA candidates in completing all the requirements, the criteria for the Professional Portfolio have been broken into three sections that will align with the coursework covered in CECE 1013, CECE 1023 and CECE 1033.

The third grouping is as follows:

Resource Collection:

1. Summary of legal requirements regarding: Child Abuse and neglect (includes contact information for appropriate agency) and Mandatory Reporting Guidelines
2. Current certificate of completion of a certified pediatric first-aid training course (includes treatment for blocked airway/providing rescue breathing for infants/young children)
3. Copies of one weekly menus (one must be menu that candidate has participated in serving to and/or designing for children); One menu for infants/toddlers and one for preschoolers
 - a. For Infants/Toddlers: Copy of one feeding schedule or menu used for each age group (young infants, mobile infants, toddlers)
4. Three samples of record keeping forms used by candidate: includes an accident report form, an emergency form and a completed tool/form used to observe for and document children’s development/learning progres

5. 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 (whither for children you currently serve or may serve in the future). Indicate the age group for which the plan is intended.
6. Name and contact information of state agency that regulates child care centers and homes: include qualification requirements for personnel (teachers, directors, assistants) and group size/adult-child ratio requirements

Reflective Statement of Competence: [Up to 500 words in length]

Competency Goal # 1 – Establish and maintain a safe, healthy learning environment and the three Functional Areas (i.e. Safe, healthy and learning environment); Includes:

- Paragraph describing how the candidate's teaching practices meet this goal; then includes one paragraph on each of the following:
 - Reflection on sample menu from candidate's Resource Collection; indication of how it reflects candidate's commitment to children's nutritional needs; outlines strengths and/or any changes that candidate would make
 - Reflections on the room environment in which your Observation will occur; indications on whether the room design reflects the way the candidate believes young children learn best; outlines strengths and/or any changes candidate would make
 - Reflection on and description of similarities/differences between room environments designed for infants as compare to that of toddlers
 - Reflection on weekly plan included in Resource Collection: indication of how this plan reflects candidates philosophy of what young children need on a weekly basis; outlines strengths and/or any changes candidate would make
 - Includes a description of how the plan would be adopted for Infant/Toddler ages (young infants, mobile infants, and toddlers)

Competency Goal # 5 – Ensure a well-run purposeful program responsive to participant needs) and the one Functional Area (i.e. Program Management)

- Includes paragraph describing how candidate's teaching practices meet this goal
- Includes at least one paragraph that describes how the observation tool/form from the Resource Collection was used; provide information on why observation and documentation are important parts of program management; includes information on how candidate ensures he/she is accurately/objectively observing and tracking each child's development and learning progress

Competency Goal # 6 – Maintain a commitment to professionalism

- Includes paragraph describing how candidate's teaching practices meet this goal
- Reflection on why the candidate chose to become an early childhood professional
- Reflection on what the candidate believes are the most important indicators of professionalism that he/she possesses

Professional Philosophy Statement – Final reflective task in creation of professional Portfolio; Includes;

- Summarization of candidate's professional beliefs and values about early childhood education once he/she has completed the professional development experience by designing a Professional Portfolio (which includes: resources and Reflective Statements of Professional Competence (no more than 2 pages in length)

- Identification of personal values/beliefs around teaching and learning: Provide explanation of how the candidate believes young children learn and what his/her role is as their teacher/caregiver. Includes reflections about what the candidate believes are other aspects of his/her role in the lives of children.

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CHART 1: PRIMARY AND SECONDARY STANDARDS FOR COURSE SYLLABUS

STATE COURSE NUMBER AND NAME:	CECE 1033: Strengthening the Care and Development of Young Children III
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CDA Standards	NAEYC Standards – Key Elements	Place an “X” Beside Primary Standards and Put an “X” Beside Secondary Standards addressed in the Course*		
		Primary	Secondary	Foundational
CDA Subject Area 1: Planning a safe and healthy learning environment	NAEYC Standard 1: Promoting Child Development and Learning Candidates prepared in early childhood degree programs are grounded in a child development knowledge base.			
	<i>1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.</i>			X
	<i>1b: Knowing and understanding the multiple influences on early development and learning</i>			X
	<i>1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.</i>			X
CDA Subject Area 2: Advancing children’s physical and intellectual development	NAEYC Standard 4: Using Developmentally Effective Approaches Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur.			
	<i>4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children</i>			X
	<i>4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of Technology</i>			X
	<i>4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches</i>			X
	<i>4d: Reflecting on own practice to promote positive outcomes for each child</i>			X
	NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child.			
	<i>5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.</i>			X
	<i>5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</i>			X
	<i>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.</i>			X

CHART 1: PRIMARY AND SECONDARY STANDARDS FOR COURSE SYLLABUS (CONT'D.)

CDA Standards	NAEYC Standards – Key Elements	Place an “X” Beside Primary Standards and Put an “X” Beside Secondary Standards addressed in the Course*		
		Primary	Secondary	Foundational
CDA Subject Area 3: Supporting children’s social and emotional development	NAEYC Standard 4: Using Developmentally Effective Approaches Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur.			
	<i>4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children.</i>			X
	<i>4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology</i>			X
	<i>4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches</i>			X
	<i>4d: Reflecting on own practice to promote positive outcomes for each child</i>			
	NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child.			
	<i>5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.</i>			X
	<i>5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</i>			X
	<i>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.</i>			X
	CDA Subject Area 4: Building productive relationships with families	NAEYC Standard 2: Building Family and Community Relationships Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities.		
<i>2a: Knowing about and understanding diverse family and community characteristics</i>				X
<i>2b: Supporting and engaging families and communities through respectful, reciprocal relationships</i>				X
<i>2c: Involving families and communities in young children’s development and learning</i>				X
CDA Subject Area 5: Managing an effective program operation	Candidates will have training in planning, record keeping, and reporting to maintain effective practices within the classroom. Candidates should learn to contribute to a well-run program, which is responsive to family and child needs.			x

CHART 1: PRIMARY AND SECONDARY STANDARDS FOR COURSE SYLLABUS (CONT'D.)

CDA Standards	NAEYC Standards – Key Elements	Place an “X” Beside Primary Standards and Put an “X” Beside Secondary Standards addressed in the Course*		
		Primary	Secondary	Foundational
CDA Subject Area 6: Managing a commitment to professionals	NAEYC Standard 6: Becoming a Professional Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession.			
	<i>6a: Identifying and involving oneself with the early childhood field</i>			X
	<i>6b: Knowing about and upholding ethical standards and other early childhood professional guidelines</i>			X
	<i>6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.</i>			X
	<i>6d: Integrating knowledgeable, reflective, and critical perspectives on early education</i>			X
	<i>6e: Engaging in informed advocacy for young children and the early childhood profession</i>			X
CDA Subject Area 7: Observing and recording children’s behavior	NAEYC Standard 3: Observing, Documenting, And Assessing To Support Young Children And Families Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals.			
	<i>3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children</i>			X
	<i>3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.</i>			X
	<i>3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.</i>			X
	<i>3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.</i>			X

CHART 1: PRIMARY AND SECONDARY STANDARDS FOR COURSE SYLLABUS (CONT'D.)

CDA Standards	NAEYC Standards – Key Elements	Place an “X” Beside Primary Standards and Put an “X” Beside Secondary Standards addressed in the Course*		
		Primary	Secondary	Foundational
CDA Subject Area 8: Understanding principles of child development and learning	Standard 1: Promoting Child Development and Learning			
	Candidates prepared in early childhood degree programs are grounded in a child development knowledge base			
	1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.			X
	1b: Knowing and understanding the multiple influences on early development and learning			X
	1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children			X

* *Note: A “Primary Standard” is a standard that is the primary focus of a course and specific outcomes are provided to demonstrate that the standard has been addressed. A “Secondary Standard” is a standard where foundational knowledge has already been established in previous courses and knowledge/skills are being reinforced or further expanded in the course. A “Foundational Standard” is a standard which is introduced at a high level in the first three foundational courses, leading to the CDA credential.*

CHART 2: PRIMARY AND SECONDARY TEACHER COMPETENCIES FOR COURSE SYLLABUS (6.16.15)

STATE COURSE NUMBER AND NAME: CECE 1033: Strengthening the Care and Development of Young Children III

Teacher Competency	Indicators of the Competency	Place an "X" Beside the Primary Competencies and Put an "X" Beside Secondary Competencies Addressed in the Course*		
		Primary	Secondary	Foundational
1. Sets instructional/ learning outcomes	1a Designs instructional/learning outcomes that:			
	1a.1 Are written in terms of what children will learn rather than do			x
	1a.2 Include indicators from applicable ELDS domains (Approaches to Learning, Cognitive Development and General Knowledge, Language and Literacy Development, Physical Well-Being and Motor Development, and Social-Emotional Development)			X
	1a.3 Are appropriate for diverse learners (e.g., special education students, ESL students)			x
	1b. Selects plans for activities, interactions, and experiences that align to the Louisiana Birth to Five Early Learning Development Standards (ELDS)			x
2. Provides emotional and behavioral support (aligned with <i>CLASS Pre-K</i> , Emotional Support and <i>CLASS Toddler</i> , Emotional and Behavioral Support domains)	2b. Creates a positive environment that supports emotional connections between children and adults and between children and their peers			x
	2c. Exhibits an awareness and sensitivity to children's emotional and learning needs			x
	2d. Allows opportunities for exploration while providing comfort, reassurance and encouragement			x
	2e. Places emphasis on children's perspectives (e.g. interests, motivations and points of view)			x

CHART 2: PRIMARY AND SECONDARY TEACHER COMPETENCIES FOR COURSE SYLLABUS (CONT'D.)

Teacher Competency	Indicators of the Competency	Place an "X" Beside the Primary Competencies and Put an "X" Beside Secondary Competencies Addressed in the Course*		
		Primary	Secondary	Foundational
3. Manages classroom organization (aligned with <i>CLASS Pre-K</i> , Classroom Organization and <i>CLASS Toddler</i> , Emotional and Behavioral Support domains) (Cont'd.)	3a. Sets clear age-appropriate expectations for children's behavior			x
	3b. Supports positive behavior by using effective methods (e.g. highlighting positive behaviors, redirecting misbehaviors)			x
	3c. Promotes children's ability to regulate their own behavior (e.g. using a proactive approach,			x
	3d. Manages instructional/learning time and routines so children have maximum opportunities to be engaged in learning activities			x
	3e. Maximizes children's interest and engagement by being actively involved in the children's learning process			x
	3f. Uses a variety of materials and modalities to gain children's interest and participation in activities			x
4. Provides engaged/instructional support for learning (aligned with <i>CLASS Pre-K</i> , Instructional Support and <i>CLASS Toddler</i> , Engage Support for Learning domains)	4a. Uses interactions and discussions to promote higher-order thinking skills and cognition			x
	4b. Focuses on promoting children's understanding rather than on rote instruction or memorization			x
	4c. Provides feedback that expands children's learning and understanding			x
	4d. Scaffolds learning and provides supportive guidance so that children can to achieve competencies and skills on their own			x
	4e. Provides opportunities for conversations for the purpose of promoting opportunities for language use			x
	4f. Utilizes open-ended questioning techniques to allow children to put language together to communicate more ideas in increasingly complex ways			x
	4g. Models language use and forms through repeating and extending children's responses and through self and parallel talk			x
	4h. Use a variety of words and language forms that are new and unique to extend children's understanding of these parts of language			x

CHART 2: PRIMARY AND SECONDARY TEACHER COMPETENCIES FOR COURSE SYLLABUS (CONT'D.)

Teacher Competency	Indicators of the Competency	Place an "X" Beside the Primary Competencies and Put an "X" Beside Secondary Competencies Addressed in the Course*		
		Primary	Secondary	Foundational
5. Uses assessment to guide planning and understand children's levels of growth and development	5a. Conducts observation-based assessments in a systematic, ongoing manner throughout daily routines and activities			X
	5b. Gather and uses assessment data for the purpose of planning instruction, activities and experiences that further promote children's development and learning			X
	5c. Reflect on child assessment data and connections to teacher action and make changes to continuously improve practice			X
	5d. Make decisions on the progress of children's development with reliability			X

* Note: A "Primary Standard" is a standard that is the primary focus of a course and specific outcomes are provided to demonstrate that the standard has been addressed. A "Secondary Standard" is a standard where foundational knowledge has already been established in previous courses and knowledge/skills are being reinforced or further expanded in the course. A "Foundational Standard" is a standard which is introduced at a high level in the first three foundational courses, leading to the CDA credential.

CHART 3: COURSE LEARNING OBJECTIVES, CANDIDATE FOCUSED LEARNING OUTCOMES, ARTIFACTS, CRITERIA, & CLINICAL EXPERIENCES

COURSE NUMBER AND NAME:	CECE 1033: Strengthening the Care and Development of Young Children III
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CANDIDATE LEARNING OBJECTIVES FOR COURSE:

1. Candidates will understand the importance of designing and implementing a safe and healthy learning environment that meets the needs of all children in the early learning setting.
2. Candidates will identify and practice strategies for managing an effective program operation that supports children’s development as guided by the Louisiana Birth to Five Standards.
3. Candidates will demonstrate their commitment to maintaining professionalism and plan for continuous professional learning that will inform the improvement of their teaching practice.
4. Candidates will synthesize and apply key concepts from all three Strengthening the Care and Development of Young Children courses in practice, including participation in a formal observation and feedback process

#	Candidate Focused Learning Outcomes	Artifacts	Tasks and Criteria for Minimum Performance	Clinical Experiences and Clock Hours	
				Clinical Experiences	Clock Hours
1	Candidates will demonstrate a complete understanding of the legal and health requirements for maintaining a safe and healthy learning environment.	Resource collection for infant/child CPR, licensing regulation information, and Mandated Reporting Guidelines (included in CDA Professional Portfolio).	Candidates will complete a collection of all legal requirements, and health certification requirements and demonstrate completed training required through state licensing requirements, as required by the CDA Professional Portfolio. The resource collection will be evaluated using a checklist.	N/A	
2	Candidates will demonstrate a complete understanding of the legal and health requirements for maintaining a safe and healthy learning environment.	Written explanation and reflection.	<p>Candidates will complete a written explanation of the intended purpose of each legal requirement that is required for the CDA Professional Portfolio.</p> <p>Candidate should perform an environmental analysis that includes an explanation of how each requirement is being met or reflected in their applied practice or work site, including how the requirements support children’s learning and development in a safe, healthy environment.</p> <p>Additionally, the candidate should identify how each legal requirement and health certificate positively contributes to child learning and development. The written analysis will be evaluated using a rubric.</p>	Live observations/ Clinical experience	2

3	Candidates will explain how health, safety, and classroom environment are critical components of supporting child development and learning, as well as how classroom environments may need to be modified to meet all children's developmental needs.	Written reflection and analysis (included in CDA Professional Portfolio).	<p>Candidates will compose a written reflection that includes an explanation of the impact that environmental factors may have on early learning environments ability to support children's learning and development (including room set up, ensuring safe settings, and access to healthy food).</p> <p>This reflective statement should include detailed examples from the field experiences the candidate has completed, as well as plans for their own teaching placement (either current or future). The written reflection will be evaluated by a written reflection rubric, and will meet the criteria for Competency Goal #1 of the Professional Portfolio.</p>	Live observations/ Clinical experience	2
4	Candidates will identify strategies to manage successful early learning program operations (i.e. planning for program operations, record keeping, and monitoring child progress).	Resource collection for weekly menus, record keeping forms, accident forms, and child observation forms used in clinical experience (included in CDA Professional Portfolio).	<p>Candidates will complete a written collection of proposed systems that may be used to manage the operations of an early learning program, such as process for producing and sharing menus, record keeping forms (accident forms, emergency forms), child observation forms, and weekly activity plans.</p> <p>Resources collection will be evaluated using a checklist.</p>	N/A	
5	Candidates will report and reflect on strategies to manage successful early learning program operations (i.e. planning for program operations, record keeping, and monitoring child progress).	Written explanation and reflection.	Candidates will complete a written explanation of the resources collected in which they indicate the strengths and areas for improvement of the systems the candidate has used in their applied practice or work site (i.e., menu, room environment description, weekly plan), including how each may positively or negatively impact child learning and development, and suggest ways this could be strengthened or adapted to better suit children's developmental needs. The candidate should provide evidence of how each tool has been used over time to assist in child development and safety. The written reflection will be evaluated using a rubric.	Live observations/ Clinical experience	1
6	Candidates will demonstrate an understanding of association between managing a successful program operation, constructing a safe and healthy early learning environment, and supporting child learning and development.	Written reflection and analysis (included in CDA Professional Portfolio).	Candidates will compose a written reflection that includes a detailed plan for constructing and managing a program that is responsive to child and family needs based on children's learning and development. This analysis should include self-reflection on candidates' applied practice experience, focusing specifically on their experiences with student observations and record keeping, and include how the program is constructed and managed to identify and respond to children's developmental needs. The reflection should cite specific evidence from the candidate's experience. The written reflection will be evaluated by a written reflection rubric, and will meet the criteria for Competency Goal #5 of the Professional Portfolio.	N/A	

7	Candidates will receive formal observations of their teaching practice from preparation program staff and from a direct supervisor.	Documentation of observations of candidate from preparation program staff and direct supervisor.	<p>Candidates will use their knowledge of child development and learning, and experience with teaching strategies, to lead an effective learning environment for children. Candidates will be observed by both a member of the preparation program and a direct supervisor at their clinical experience site and should be reliably evaluated on all of the teacher competencies.</p> <p>The observations will be given a grade based on the program-selected observation tool, and an expectation of meeting program determined expectations for observation levels.</p>	Clinical experience	4
8	Candidates will construct a summative reflection assignment, in which the candidate demonstrates a commitment to professionalism and plan for continuous professional growth.	Documentation of a reflective interview completed with current supervisor.	<p>Candidates will conduct a reflective interview with supervisor at applied practice or current work site. The documentation should provide a detailed summary of observed strengths and areas for improvement, evaluation of candidate's progress, and goals set for future teaching practice.</p> <p>The documented reflective interview will be evaluated by a checklist.</p>	Clinical experience	1
9	Candidates will create a summative reflection assignment, in which the candidate demonstrates a commitment to professionalism and plan for continuous professional growth.	Written reflection and analysis, resource collection (included in CDA Professional Portfolio).	<p>Candidate will compose a written reflection on the candidate's commitment to professionalism. This reflection should draw on the candidate's practice experience and reflective interview, and include an analysis of the candidate's teaching practice and their impact on children's learning and development. Additionally, the written reflection should include details on how the candidate plans to improve their teaching practice to meet his/her professional goals. The written reflection will be evaluated by a written reflection rubric, and will meet the criteria for Competency Goal #6 of the Professional Portfolio.</p> <p>The candidate should also identify three early childhood associations that they anticipate as providing support as they continue to grow as professional educators, as required for the CDA Professional Portfolio. The identification of early childhood associations will be evaluated by a checklist, and will account for no more than 10% of this artifact grade.</p>	N/A	
10	Candidates will reflect on their professional goals and accomplishments through their completed coursework.	Professional Philosophy Statement (included in CDA Professional Portfolio).	<p>Candidates will compose and present a Professional Philosophy Statement that draws explicitly from the candidate's learning experiences in the CDA courses. This summative project should include:</p> <ul style="list-style-type: none"> • Summarization of candidate's professional beliefs and values about early childhood education once he/she has completed the professional development experience by designing a Professional Portfolio. • Identification of personal values/beliefs around teaching and 	N/A	

			<p>learning that have been developed through the candidate's experience in working with young children:</p> <ul style="list-style-type: none"> ▪ Provide explanation of how the candidate believes young children learn and what his/her role is as their teacher/caregiver in supporting learning and development, based on specific examples from the candidate's coursework and work experience. ▪ Provide explanation of how the candidate believes a teacher/caregiver can support the early identification of atypical development and connect families to appropriate resources, based on specific examples from the candidate's coursework and work experience. ▪ Include reflections about what the candidate believes are other aspects of his/her role in the lives of children and families based on specific examples from the candidate's coursework and work experience. <p>Candidates will give a short presentation of their written statement. The written statement will be evaluated by a rubric and account for at least 90% of this artifacts grade, the presentation will be evaluated using a check list.</p>		
11	Candidates will reflect on their professional goals and accomplishments through their completed coursework.	Assembly of Professional Portfolio	Candidates will complete a detailed plan for completing any remaining requirements for the Child Development Associate certification, if applicable. Candidates will assemble a complete Professional Portfolio, as required by the Council of Professional Recognition. The plan, if necessary, will be evaluated through a candidate interview and checklist.	N/A	
TOTAL NUMBER OF CLOCK HOURS					10