

# **BIRTH TO KINDERGARTEN COURSE SYLLABUS FOR PROGRAM APPROVAL**

**1. State Course Number**

CECE 1023

**2. Course Title**

Strengthening the Care and Development of Young Children II

**3. Course Description**

3.1 Catalog Description

This course will provide candidates an introduction to: 1) planning and implementing steps to advance children's physical and intellectual development; 2) planning and implementing positive ways to support children's social and emotional development; and 3) observing and recording children's behavior.

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 5 clock hours in each of 4 of 8 CDA subject areas and 10 clock hours of clinical experiences.

*Anticipated Breakdown by CDA Subject Area:*

- Subject area 2 (Advancing children's physical and intellectual development)-- 10 hours
- Subject area 3 (Supporting children's social and emotional development)--10 hours
- Subject area 4 (Building productive relationships with families)- 5 hours
- Subject area 7 Observing and recording children's behavior)- 20 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**

**15.1 Specific Guidance for Professional Portfolio- Suggested Activities for Course 2 (CECE 1023)**

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 second grouping is as follows:

**Resource Collection:**

1. Description (in candidate’s own words) of four of nine (remaining addressed in CECE 1013) learning experiences for Preschool for Toddlers that cover the following;
  - a. Science/Sensory
  - b. Creativity
  - c. Self-Concept
  - d. Math
    - i. For Preschool (ages 3, 4, or 5) Indicate age group and intended goals, materials and process/teaching strategies. Each specifies how it is developmentally appropriate for that age group
    - ii. For Toddlers(Same as Preschool, but includes 3 activities appropriate for young infants, 3 for mobile infants and 3 for toddlers

2. Family Resources Guide that includes:

- a. Name/contact information of local agency that provides family counseling
- b. Name/contact information of a translation service for families whose home language is other than English
- c. Name/contact information of a service that provides American Sign Language translation
- d. Name/contact information and brief description of at least two community agencies that provide resources/services for children with disabilities
- e. For Preschool and Toddler list of three or more websites (per age group) with a brief description of each that provide current information to help families understand how young children develop and learn. Include one article for each website
- f. For Preschool – websites contain articles to help families of 3-5 year-olds; at least one article relates to child guidance
- g. For Toddler – websites contain articles to help families of infants/toddlers (birth to age 3) develop and learn; at least one article relates to early brain development

**Competency Goal # 2** – To advance physical/intellectual competence) and the four Functional Areas (i.e. Physical, Cognitive, Communicative, Creative):

- Contains a paragraph describing how candidate teaching practices meet this Goal and one paragraph for each of the following:
  - Reflection on one of the nine learning experiences candidate chooses from the Resource Collection; how does this experience reflect the candidate’s philosophy of how to support young children’s physical development?
  - Reflection on another learning experience from the Resource Collection. How does this experience reflect the candidate’s philosophy of how to support young children’s cognitive development?
  - Reflection on a third learning experience from the Resource Collection. How does this experience reflect the candidate’s philosophy of how to support young children’s creative development
  - An additional paragraph describing 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 and the three Functional Areas (i.e. Self, Social and Guidance)

- Contains a paragraph describing how the candidate’s teaching practices meet this goal and one paragraph for each of the following:
  - Description of ways the candidate supports the development of children’s positive self-concepts and growing social/emotional
  - Reflection on candidate’s philosophy of guiding young children’s positive behaviors; description of how this philosophy may be similar or different from how he/she was guided as a child; description of how candidate constructively deals with young children’s challenging behaviors

**Competency Goal # 4** – Establish positive and productive relationships with families and the one Functional Area (i.e. Families)

- Contains a paragraph describing how the candidate’s teaching practices meet this goal and one paragraph for each of the following:

- How candidate ensures families are to be kept aware of what is happening in their child's daily/weekly life in his/her program
- How candidate ensures he/she is aware of what is happening in each child's home life and how that awareness directs his/her teaching practices
- Reflection on feedback candidate received in the Family Questionnaires that were collected; explanation of how the responses surprised the candidate, confirmed his/her reflections about himself/herself and/or gave him/her a new goal for professional growth

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**CHART 1: PRIMARY AND SECONDARY STANDARDS FOR COURSE SYLLABUS**

<b>STATE COURSE NUMBER AND NAME:</b>	CECE 1023: Strengthening the Care and Development of Young Children II
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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
<b>CDA Subject Area 1: Planning a safe and healthy learning environment</b>	<b>NAEYC Standard 1: Promoting Child Development and Learning</b> 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
<b>CDA Subject Area 2: Advancing children’s physical and intellectual development</b>	<b>NAEYC Standard 4: Using Developmentally Effective Approaches</b> 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
	<b>NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum</b> 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
<b>CDA Subject Area 3: Supporting children’s social and emotional development</b>	<b>NAEYC Standard 4: Using Developmentally Effective Approaches</b> 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
	<b>NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum</b> 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
<b>CDA Subject Area 4: Building productive relationships with families</b>	<b>NAEYC Standard 2: Building Family and Community Relationships</b> 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
<b>CDA Subject Area 5: Managing an effective program operation</b>	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.			

**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
<b>CDA Subject Area 6: Managing a commitment to professionals</b>	<b>NAEYC Standard 6: Becoming a Professional</b> 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>			
	<i>6b: Knowing about and upholding ethical standards and other early childhood professional guidelines</i>			
	<i>6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.</i>			
	<i>6d: Integrating knowledgeable, reflective, and critical perspectives on early education</i>			
	<i>6e: Engaging in informed advocacy for young children and the early childhood profession</i>			
<b>CDA Subject Area 7: Observing and recording children’s behavior</b>	<b>NAEYC Standard 3: Observing, Documenting, And Assessing To Support Young Children And Families</b> 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
<b>CDA Subject Area 8: Understanding principles of child development and learning</b>	<b>Standard 1: Promoting Child Development and Learning</b> 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



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*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.*

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**CHART 2: PRIMARY AND SECONDARY TEACHER COMPETENCIES FOR COURSE SYLLABUS**

<b>STATE COURSE NUMBER AND NAME:</b>	CECE 1023: Strengthening the Care and Development of Young Children II
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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
<b>1. Sets instructional/ learning outcomes</b>	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
<b>2. Provides emotional and behavioral support</b> (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
<b>3. Manages classroom organization</b> (aligned with <i>CLASS Pre-K</i> , Classroom Organization and <i>CLASS Toddler</i> , Emotional and Behavioral Support domains)	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, planning to minimize disruptions)			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
<b>3. Manages classroom organization</b> (aligned with <i>CLASS Pre-K</i> , Classroom Organization and <i>CLASS Toddler</i> , Emotional and Behavioral Support domains) (Cont'd.)	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
<b>4. Provides engaged/instructional support for learning</b> (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
<b>5. Uses assessment to guide planning and understand children's levels of growth and development</b>	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**

<b>COURSE NUMBER AND NAME:</b>	CECE 1023: Strengthening the Care and Development of Young Children II
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**CANDIDATE LEARNING OBJECTIVES FOR COURSE:**

**Candidates will:**

1. Candidates will develop and implement lesson plans that demonstrate an understanding of strategies that will advance children’s learning and development in a holistic manner (physical, intellectual, social and emotional) and are aligned with the Louisiana Birth to Five Early Learning and Development Standards.
2. Candidates will observe, record, and assess children’s behavior and development, and when necessary use child observation to monitor and address atypical child development and practice the recommended intervention strategies.
3. Candidates will identify, understand, and describe strategies to engage families in actively supporting their child’s learning and development.

#	Candidate Focused Learning Outcomes	Artifacts	Tasks and Criteria for Minimum Performance	Clinical Experiences and Clock Hours	
				Clinical Experiences	Clock Hours
1	Candidates will apply understanding of the principles of child development and learning to identify a range of developmentally appropriate teaching approaches and resources for children from birth to age five who are developing typically and atypically.	Description and written analysis of learning experiences, strategies, and resources (included in CDA Professional Portfolio).	<p>Candidates will complete an accurate written analysis of a range of observed teaching approaches and resources for children ages birth to five, specifically from a subset from the following areas:</p> <ul style="list-style-type: none"> <li>• Language and Literacy</li> <li>• Fine Motor Skills</li> <li>• Gross Motor Skills</li> <li>• Emotional Skills/Regulation</li> <li>• Social Skills</li> <li>• Science/Sensory</li> <li>• Creativity</li> <li>• Self-Concept</li> <li>• Math</li> </ul> <p>Note that the areas covered should be different from those covered in CECE 1013.</p> <p>For each experience, candidates should indicate the age group, and list the intended goals, materials, and processes/teaching strategies, specifically indicating which teacher competencies should be demonstrated. For each activity, discuss why it is developmentally appropriate for that age group. The experiences will be evaluated using a rubric.</p>	Live observations or Video observations	2
2	Candidates will recognize signs of	Description and	Candidates will complete a written analysis that includes details	Live	2

	atypical development and identify teaching strategies to support all children in an early learning setting.	written analysis of learning experiences, strategies, and resources those are relative to atypically developing children.	and cites specific evidence of observed teaching practices where teachers are making adjustments to meet the needs of children who may be demonstrating different stages of child development, specifically a subset from the following areas: <ul style="list-style-type: none"> <li>• Language and Literacy</li> <li>• Fine Motor Skills</li> <li>• Gross Motor Skills</li> <li>• Emotional Skills/Regulation</li> <li>• Social Skills</li> <li>• Science/Sensory</li> <li>• Creativity</li> <li>• Self-Concept</li> <li>• Math</li> </ul> For each experience, candidates should identify a range of specific needs and list the intended goals, materials, and processes/teaching strategies, specifically indicating which teacher competencies should be demonstrated. The experiences will be evaluated using a rubric.	observations or Video observations	
3	Candidates will create and deliver standards-aligned lesson or activity plans that support child learning and development in each of the content areas through the use of holistic teaching strategies.	8-10 Standards-aligned lesson or activity plans that are designed for the age-group the candidate is preparing to work with.	Candidates will construct standards-aligned lesson or activity plans that include learning goals, holistic teaching practices that support children's attainment of learning goals, and appropriate resources (i.e., appropriate children's books, learning tools) to support children's attainment of learning goals.  Lesson plans should be designed for the age-group the candidate is preparing to work with, and should be used in candidate's clinical experience. The lesson plans should include activities for the following knowledge and development areas: <ul style="list-style-type: none"> <li>• Science/Sensory</li> <li>• Creativity</li> <li>• Self-Concept</li> <li>• Math</li> <li>• Language and Literacy</li> <li>• Fine Motor Skills</li> <li>• Gross Motor Skills</li> <li>• Emotional Skills/Regulation</li> <li>• Social Skills</li> </ul> The lesson plans will be evaluated using a rubric.	Clinical practice	3
4	Candidates will explicitly connect lesson or activity plan instructional content, selected teaching strategies, and appropriate early learning standards.	Written reflection and analysis (included in CDA Professional Portfolio).	Candidates will compose a written reflection that synthesizes completed classroom observations, reflections on observed learning experiences, and lesson plans used in applied practice.  This written reflection should include analysis of instructional	N/A	

			<p>experiences (both observed and practiced) that are designed to guide child development in areas of self-concept, and social/emotional skills, as described as developmentally appropriate in Louisiana's Early Learning Developmental Standards.</p> <p>The written reflection will be evaluated by a written reflection rubric, and will meet the criteria for Competency Goal #3 of the Professional Portfolio.</p>		
5	Candidates will connect lesson plan instructional content, selected teaching strategies, and appropriate early learning standards.	Written reflection and analysis (included in CDA Professional Portfolio).	<p>Candidates will compose a written reflection that synthesizes completed classroom observations, reflections on observed learning experiences, and lesson plans used in applied practice.</p> <p>This written reflection should include a focus on examples where instructional design and delivery support child development knowledge and skills in the areas of physical, cognitive, creative, and language development, as described as developmentally appropriate in Louisiana's Early Learning Developmental Standards.</p> <p>The written reflection will be evaluated by a written reflection rubric, and will meet the criteria for Competency Goal #2 of the Professional Portfolio.</p>	N/A	
6	Candidates will apply understanding of the goals, benefits, and uses of child observation and documentation in early learning classrooms	Written description and explanation of child observation tools.	Candidates will complete an accurate written analysis and description of the importance of child observation in early learning settings. The written description will be evaluated using a rubric.	N/A	
7	Candidates will demonstrate their knowledge of observation, documentation, and assessment to develop and use child observation tools, and complete self-assessment and based on observed child results.	Evidence of clinical practice using candidate created tools for child observation and documentation.	Candidates will develop multiple tools and strategies that are used to document and collect observations for a diverse group of students. Observations should be conducted during clinical practice, and be used for assessment and informational purposes. Observation tools will be evaluated using a checklist.	Clinical Practice	4
8	Candidates will apply child observations and documentation to recognize areas of concern or atypical child development, and identify strategies to implement individual or additional supports when needed.	Written reflection of experiences with child observation, focused on atypical observations.	Candidates will complete a written reflection based on the clinical experience with child observation and documentation. Written reflection should demonstrate the candidate's ability to recognize signs of atypical child development through use of child observation tools. The written reflection will be evaluated using a rubric.	N/A	
9	Candidates will report resources and information related to child health and development, learning goals, and positive guidance that can be shared	Family resources guide (included in CDA Professional Portfolio).	Candidates will construct and present a family resource guide that will provide information that is communicated in an appropriate and easily understood method. The family resource guide should include information about local resource agencies, strategies to	N/A	

	with the families of the children in candidate's workplace or applied practice site.		<p>support child learning, and sources of high quality parenting or child guidance research.</p> <p>Candidate should include resources that would be applicable to families needing specialized supports or intervention services to assist with an observed or identified child need.</p> <p>The family resource guide should be evaluated based on a class presentation in which the candidates share the materials they have found, as well as a check list to determine if all portfolio requirements were met. The presentation should be evaluated using a rubric.</p>		
10	Candidates will describe strategies for engaging families and communities in reciprocal relationships that are focused on supporting child development and learning, both at home and in early learning center environments.	Written description and reflection.	<p>Candidates will describe the materials included in the family resource guide, including an explanation of where resources were found, how resources may be of use to families, and how resources are connected to specific child development and learning expectations, as defined in Louisiana's Early Learning and Development Standards.</p> <p>Additionally, candidate should indicate how particular resources may be appropriate for children with identified or suspected need for intervention services, citing specific examples where available. The written description will be evaluated using a rubric.</p>	N/A	
11	Candidates will distribute and collect family questionnaires.	Completed family questionnaires (included in CDA Professional Portfolio).	<p>Candidates will collect family questionnaires and/or description of most recent family interactions the candidate has had.</p> <p>Family questionnaires should follow the requirements described by the CDA Professional Portfolio, should include evaluating the usefulness of the family resource guide, and should be from the candidate's current or most recent place of work. Completion of family questionnaire requirement will be evaluated using a completion check list.</p>	Clinical Practice	1
12	Candidates will reflect and interpret feedback received from family questionnaires and interactions, and develop a plan for increasing effectiveness in family relationships.	Written reflection and analysis (included in CDA Professional Portfolio).	<p>Candidates will compose a written reflection that analyzes strategies the candidate has used and observed that have successfully engaged families in positive, constructive, and child-centered relationships. The candidate should include reflections on a variety of engagement examples in observed practice, as well as perform a self-evaluation of their own experiences interacting with parents and families, as measured in the family questionnaires.</p> <p>The written reflection will be evaluated based on a written reflection rubric, and will meet the criteria for Competency Goal #4 of the Professional Portfolio.</p>	N/A	



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