

# Competency Goal Statements

- Begin with an **opening paragraph** which includes:
  - An overall *introduction and concise summary* explaining how you feel about this competency and its functional areas
  - *The importance* of it to you, the children, their parents, and the center
  - *General ideas* describing how your teaching practices meet these standards.
  - This section will be about 100 – 200 words.
- Next, discuss each **functional area in detail** as it relates to **your opening statement**.
  - Provide realistic and exact *examples* of actions that you will take to meet this functional area and competency goals for those within your care.
  - This section will be about 50 – 150 words.

# Reflective Competency Statement Sample Cda

**Stephanie Feeney**



## Reflective Competency Statement Sample Cda

**The CDA Prep Guide, Fourth Edition** Debra Pierce,2020-10-06 Pass the Child Development Associate CDA credentialing process the first time with the premier prep guide The CDA Prep Guide The Complete Review Manual Fourth Edition is easy to understand and will guide you step by step support through the credentialing process including choosing your training compiling the Professional Portfolio and successfully completing the Verification Visit and CDA Exam The fourth edition of The CDA Prep Guide has designated center based preschool center based infant toddler and family child care sections with information specific to each setting After receiving your CDA credential you can continue to use this book to renew your credential to earn a CDA for a different setting and to develop goals for future professional development

**The CDA Prep Guide** Debra Pierce,2014-03-03 Expert advice from a personal mentor to lead you through the new CDA process Major changes have been made to the Child Development Associate CDA Credential process This guide has been updated to reflect all of the new material and requirements to help you reach your educational and career goals as you earn the Credential This third edition of The CDA Prep Guide has designated center based preschool center based infant toddler and family child care sections with information specific to each setting Throughout this book easy to understand assistance as well as sample documents and forms will help simplify the required tasks of CDA documentation and assessment as you Assemble the Resource Collection for your Professional Portfolio Compose the six Reflective Statements of Competence Distribute and collect the Family Questionnaires Select a Professional Development Specialist Prepare yourself and your setting for the observation Complete the application Prepare for the CDA Exam Prepare for the Verification Visit This book is intended to supplement the materials you receive from the Council for Professional Recognition After receiving your CDA Credential you can continue to use this book to renew your credential to earn a CDA for a different setting and to develop goals for future professional development Debra Pierce is an educator CDA Trainer and a certified CDA Professional Development Specialist for the Council for Professional Recognition She has been mentoring CDA candidates since 1997 and taught dual credit CDA courses in a large metropolitan high school She has been a preschool kindergarten and first grade teacher as well as a Parent Educator for the national Parents as Teachers program Currently Debra is professor of Early Childhood Education at Ivy Tech Community College of Indiana and conducts CDA train the trainer workshops across the country

**How to Assemble Your CDA Portfolio** Kimberly Bishop,2023-09-28 This all inclusive guide prepares you for your verification visit by providing answers to all competency statements sample menus sample lesson plans a sample philosophy statement and instructions on how to find resources specific to your state Having trouble figuring out what order your resources go in No worries The instructions attached will assist you in ordering all competency statements and accompanying resources All competency statements can be used as is or can be used as an example so you can craft your own Additionally competency statements can be used for infant toddler certifications and preschool as well

**Draft competency statements** ,1991

**A Descriptive Guide to CDA Training Materials** Trudy M. Hamby,Leroy Jones,University Research Corporation,1977

**Infants and Toddlers: Curriculum and Teaching** Terri Jo Swim,Linda D Watson,2010-01-28 A well established reference INFANTS AND TODDLERS CURRICULUM AND TEACHING 7TH EDITION presents a child centered approach for the child care provider called conscious care giving This important and well rounded approach encourages a sense of empowerment and focuses on the respectful purposeful and careful handling of children in any child care setting Reader friendly realistic and easily applicable to real life the book emphasizes the child s growth and development helping readers discover how they can best and most effectively influence that development Overviews of key child care philosophies as they relate to the child the caregiver and parent involvement are presented along with case studies and personal perspectives of child care professionals helping readers translate theory into practice Important Notice Media content referenced within the product description or the product text may not be available in the ebook version

**Transforming the Workforce for Children Birth Through Age 8** National Research Council,Institute of Medicine,Board on Children, Youth, and Families,Committee on the Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success,2015-07-23 Children are already learning at birth and they develop and learn at a rapid pace in their early years This provides a critical foundation for lifelong progress and the adults who provide for the care and the education of young children bear a great responsibility for their health development and learning Despite the fact that they share the same objective to nurture young children and secure their future success the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well Transforming the Workforce for Children Birth Through Age 8 explores the science of child development particularly looking at implications for the professionals who work with children This report examines the current capacities and practices of the workforce the settings in which they work the policies and infrastructure that set qualifications and provide professional learning and the government agencies and other funders who support and oversee these systems This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning shared knowledge and competencies for care and education professionals and principles for effective professional learning Young children thrive and learn best when they have secure positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice specific actions to improve professional learning systems and workforce development and research to continue to build the knowledge base in ways that will directly advance and inform future actions The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive and ultimately improve outcomes for children

**Mastering CDA Competencies** Judy Herr,1997-09-01 This book is designed as a training guide for obtaining the Child Development Associate National Credential CDA Mastering CDA Competencies is to be used in conjunction with the text Working with Young Children and provides practical exercises that apply to each of the CDA Competency Goals and Functional Areas Covers the six Competency Goals and 13 Functional Areas Includes detailed introduction and section on how to observe children Includes a pretraining and posttraining self assessment questionnaire Provides resources for assembling the Professional Resource File and Parent Opinion Questionnaires Review Observation and Application questions and assignments included in every chapter

**Anti-Bias Education for Young Children and Ourselves** Louise Derman-Sparks, Julie Olsen Edwards, 2020-04-07 Anti bias education begins with you Become a skilled anti bias teacher with this practical guidance to confronting and eliminating barriers

*A Content Analysis of Competency Statements Contained in Requirements for School Graduation in Selected Innovative Public School Districts in Oregon* Kenneth William Bierly, 1974

**Tools of the Mind** Elena Bodrova, Deborah Leong, 2024-04-24 Now in its third edition this classic text remains the seminal resource for in depth information about major concepts and principles of the cultural historical theory developed by Lev Vygotsky his students and colleagues as well as three generations of neo Vygotskian scholars in Russia and the West Featuring two new chapters on brain development and scaffolding in the zone of proximal development as well as additional content on technology dual language learners and students with disabilities this new edition provides the latest research evidence supporting the basics of the cultural historical approach alongside Vygotskian based practical implications With concrete explanations and strategies on how to scaffold young children s learning and development this book is essential reading for students of early childhood theory and development

**The CDA Prep Guide** Debra Pierce, 2011 The latest guidelines expert advice and everything needed to help child care professionals earn their Child Development Associate Credential

**Eager to Learn** National Research Council, Commission on Behavioral and Social Sciences and Education, Committee on Early Childhood Pedagogy, 2001-01-22 Clearly babies come into the world remarkably receptive to its wonders Their alertness to sights sounds and even abstract concepts makes them inquisitive explorers and learners every waking minute Well before formal schooling begins children s early experiences lay the foundations for their later social behavior emotional regulation and literacy Yet for a variety of reasons far too little attention is given to the quality of these crucial years Outmoded theories outdated facts and undersized budgets all play a part in the uneven quality of early childhood programs throughout our country What will it take to provide better early education and care for our children between the ages of two and five Eager to Learn explores this crucial question synthesizing the newest research findings on how young children learn and the impact of early learning Key discoveries in how young children learn are reviewed in language accessible to parents as well as educators findings about the interplay of biology and environment variations in learning among individuals and children from different social and economic groups and the importance of health safety nutrition and interpersonal warmth to early learning Perhaps most significant the book documents how very early in life learning really begins Valuable conclusions and recommendations are presented in the areas of the teacher child relationship the organization and content of curriculum meeting the needs of those children most at risk of school failure teacher preparation assessment of teaching and learning and more The book discusses Evidence for competing theories models and approaches in the field and a hard look at some day to day practices and activities generally used in preschool The role of the teacher the importance of peer interactions and other relationships in the child s life Learning needs of minority children children with disabilities and other special groups Approaches to assessing young children s learning for the purposes of policy decisions diagnosis of educational difficulties and instructional planning Preparation and continuing development of teachers Eager to Learn presents a comprehensive coherent picture of early childhood learning along with a clear path toward improving this important stage of life for all children

**Nutrition, Health, and Safety for Young Children** Joanne Sorte, Inge Daeschel, Carolina Amador, 2015-10-08 This book provides students with a comprehensive understanding of the nutrition health and safety needs of young children from birth through 8 years of age The book is designed to give future teachers practical applied easy to understand information that will prepare them to serve young children in the family child care childcare center preschool and early primary school setting Students will find the case scenarios woven throughout the chapters engaging and an effective means to transfer the learning of concepts to real life settings This transfer of learning is reinforced by web video clips available at the MyEducationlab website that bring what students read and learn to life

**Positive Discipline Tools for Teachers** Jane Nelsen, Ed.D., Kelly Gfroerer, Ph.D., 2017-06-06 MORE THAN 2 MILLION POSITIVE DISCIPLINE BOOKS SOLD The Positive Discipline method has proved to be an invaluable resource for teachers who want to foster creative problem solving within their students giving them the behavioral skills they need to understand and process what they learn In Positive Discipline Tools for Teachers you will learn how to successfully incorporate respectful solution oriented approaches to ensure a cooperative and productive classroom Using tools like Connection Before Correction Four Problem Solving Steps and Focusing on Solutions teachers will be able to focus on student centered learning rather than wasting time trying to control their students behavior Each tool is specifically tailored for the modern classroom with examples and positive solutions to each and every roadblock that stands in the way of cooperative learning Complete with the most up to date research on classroom management and the effectiveness of the Positive Discipline method this comprehensive guide also includes helpful teacher stories and testimonials from around the world You will learn how to Model kind and firm leadership in the classroom Keep your students involved and intrinsically motivated Improve students self regulation And more

**Developmentally Appropriate Practice in Early Childhood Programs** Sue Bredekamp, Carol Copple, 1997-01-01 This volume spells out more fully the principles undergirding developmentally appropriate practice and guidelines for making decisions in the classroom for young children

Professionalism in Early Childhood Education Stephanie Feeney, 2012 Investigate what it means to be an early childhood professional and acquire the knowledge skills and traits exemplary early childhood educators possess Written for those entering the field or striving to grow within the profession early child care leader and author Dr Stephanie Feeney helps readers understand the nature of the profession what it means to behave in a professional way and where they stand in their own professional journey in her newest resource Professionalism in Early Childhood Education Doing Our Best for Young Children She devotes chapters to moral and technical competence and explains what the terms profession and professional mean Complete with self assessments and first hand accounts Dr Feeney guides readers in understanding what it means to be an educator who embodies the highest standards of professionalism in their work with children families and colleagues

**Career Pathways Handbook** Jim Cassio, 2004 Most of the content in the Career Pathways Handbook is based on a series of career profiles each one packed with four pages of valuable information including the latest U S employment statistics and wage information career dialogues with real people who work in the occupations and extensive information for identifying and comparing related occupations Each profile uses a consistent format to allow for easy reading and useful comparisons between occupations While this book is based on a foundation of 154 different occupations it also includes valuable information on several hundred occupations via the career path and related occupations tables It is important to me that the information in this book will not only be useful to readers but also be as current and reliable as possible Therefore I have included the most recent information from reliable Government sources as well as my own proprietary information from 20 years of extensive occupational research The Government sources are U S Department of Labor DOL programs For example I have incorporated information from DOL s new O NET Database which includes the occupation titles and definitions common job tasks key skills and abilities and related occupations I have added the most recent employment statistics and wage information from DOL s Bureau of Labor Statistics Finally from our own research I have added career path and real people career dialogue elements and have enhanced and expanded the DOL information throughout For example the O NET Related Occupations lists were significantly expanded and education training information along with growth and wage data were added to make occupational comparisons more meaningful The Job Tasks have been expanded to make them more useful The education and training information is based on DOL s Typical Education Levels but has also been expanded for this book I have also written or rewritten many of the job outlook and analysis statements that are incorporated into the Employment Outlook sections Finally I have included a number of resource guides to help job seekers and career explorers reach their goals Beginning on page 617 there are guides on Planning Your Career Researching Occupations Education Training Options Looking for a Job Competing for a Job Writing a Resume Writing a Cover Letter Completing the Application Preparing for the Interview and Common Interview Questions There are countless numbers of books both good and bad ones on all of these subjects so I ve included a list of my favorite books on my website under Readers Resources see [www.cassio.com](http://www.cassio.com) Also included on this website is an online guide to State Training Postsecondary Education Directories and a list of my Favorite Job Websites Best regards Jim Cassio [www.cassio.com](http://www.cassio.com) An absolutely essential career reference for finding comprehensive job information spanning a total of 150 occupations This is the all inclusive guide to helping a job seeker go from planning a career to looking for a job The career profiles offer extensive statistical research on employment and job skills for each career path Highly recommended for all public and academic libraries Regina Jimenez Research Librarian Folsom Lake College This book is a wonderful and powerful tool for guidance counselors and individuals who are looking to start change or enhance their careers The Career Pathways Handbook provides useful and insightful job skills information in a clear and reasoned manner The personal point of view provided by the career professionals in each career gives the user an inside perspective on making career decisions that is refreshing David Owens Retired Research Manager California Employment Development Department p

**Developing Your Portfolio - Enhancing Your Learning and Showing Your Stuff** Marianne Jones, Marilyn Shelton, 2011-03-07

Portfolios have often been used as a way for teachers to monitor and assess their students progress but this book picks up on the current trend of using portfolios to assess teachers themselves as part of their degree requirements As a professional development tool portfolios are also useful for classroom teachers in evaluating their practice and in showcasing their skills and accomplishments for use in interviews Veteran teacher educators Marianne Jones and Marilyn Shelton provide practical and comprehensive guidance specific to the needs of pre and in service teachers of young children This thoroughly revised and updated new edition features A flexible and friendly approach that guides students at varying levels of experience through the portfolio process New material on the portfolio planning stage and additional coverage on the importance of developing a personal philosophy A companion website with additional instructor materials such as printable templates exercises for improving portfolio skills and more Both theoretical and practical the book addresses issues and mechanics related to process and product instruction and guidance techniques the role of reflection and assessment strategies With concrete examples rubrics tips and exercises this book will provide a step by step guide to creating a professional teaching portfolio

*Culturally Proficient Leadership* Raymond D. Terrell, Eloise K. Terrell, Randall B. Lindsey, Delores B. Lindsey, 2018-05-23 Becoming a culturally proficient leader requires the kind of courage clarity and insight that can only come from looking inward first It s a personal learning journey of will and skill and if you re up to the challenge one that will change how you see your school your students and yourself as you build your own cultural competence Consider this second edition of *Culturally Proficient Leadership* your personal road map for navigating that journey Each chapter of *Culturally Proficient Leadership* invites you to put your experiences up front and challenges you to reframe your story based on multiple viewpoints now notably with the addition of new coauthors Delores Lindsey and Eloise Kemp Terrell who have their own remarkable stories and insight to share Overall all four authors will help you answer the critical question Is what we say what we do utilizing the tools of Cultural Proficiency to engage in Reflections and Cultural Interviews to explore what you learn about those who are culturally different from you develop a Cultural Autobiography to provide a picture of the cultural memberships that have influenced who you are as a person use the Cultural Proficiency Continuum to examine your progress as a leader in serving your students and communities prepare an intentional Leadership Plan that summarizes your journey from Cultural Precompetence to Cultural Proficiency The central inside out premise of Cultural Proficiency is that engaging in deep introspection around one s personal beliefs values and behaviors in response to human differences is the first step toward systemic educational reform We invite you to embark on this journey of self awareness of moral courage and of the life affirming power of human diversity I believe deeply that we cannot solve the challenges of our time unless we solve them together unless we perfect our union by understanding that we may have different stories but we hold common hopes that we may not look the same and may not come from the same place but we all want to move in the same direction toward a better future for our children and our grandchildren Barack Obama Los Angeles Times 2008



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