

COURSE TITLE: Preschool CDA® IV Internship

Course Description:

Preschool CDA® IV Internship presents the role of early childhood educators as family partners, program managers, and highly skilled professionals. It is designed to provide opportunities for students to create evidence for their professional portfolios as required for the CDA® credential, and to meet CDA® Goal IV (to establish positive relationships with families), Goal V (to ensure a well-run, purposeful program that is responsive to participants' needs), and Goal VI (to maintain a commitment to professionalism).

Potential Certifications/Credentials:

Early Childhood Education: ASK Institute – Concepts of Business Management / ASK Institute – Concepts of Entrepreneurship / Child Development Associate - CDA® / ETS Praxis Core Academic Skills (Must pass Reading, Writing, and Mathematics) / Google Educator, Levels 1 and 2 / Praxis II: Principles of Learning and Teaching: Early Childhood / ServSafe Manager Teaching Strategies Gold

Course Scope and Sequence

Topic #	Topic Title	Estimated Hours
1	Foundational Standards	15
2	Families	40
3	Program Management	30
4	Professionalism	40

Plans of Instruction

Foundational Standards

Supporting–will be taught throughout the course as needed for the unit.

- F1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
- F2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
- F3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
- F4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
- F5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

Topic 2 Title: Families

Content Standards

1. Identify and describe strategies for establishing positive, responsive relationships with children's families.
2. Develop and implement a multifaceted communication plan designed to meet the needs of diverse family structures.
Examples: bulletin board, brochure, web-based newsletter
 - a. Collect and analyze results from the CDA® Family Questionnaire.
3. Generate a toolkit for families that includes information on local and state social services, health, and educational resources.
Examples: translation services, counseling and mental health services; local, state, and federal programs

Unpacked Learning Objectives

Students know:

- Strategies used to establish positive, responsive relationships with children's families.
- How to write a communication plan.
- Types of diverse family structures.
- Multifaceted ways to communicate with families to meet diverse needs.
- What the CDA® Family Questionnaire is, and how to analyze its data.
- How to combine local and state social services, health, and educational resources available to families to create a toolkit..

Students are able to:

- Identify and describe strategies that establish positive, responsive relationships with children's families.
- Develop and implement a multifaceted communication plan.
- Collect and analyze data from the CDA® Family Questionnaire.
- Research local and state resources available to families and organize them into a toolkit for families.

Students understand:

- Relationships with children's families are important, and there are strategies used to establish a positive, responsive relationship.
- A multifaceted communication plan must be in place to ensure the needs of diverse family structures are met.
- Feedback is critical to professional growth.
- Families need resources, and teachers can provide those resources through a toolkit.

Driving/Essential Question	How can educators establish positive relationships with families, use data from the CDA® Family Questionnaire to develop a communication plan that meets the needs of diverse family structures, and provide essential information on local and state social services, health, and educational resources?
Exemplar High Quality Task	Students will identify strategies to establish positive relationships with children's families, design and implement a multifaceted communication plan based on data from the CDA® Family Questionnaire to meet the needs of diverse family structures, and construct a comprehensive toolkit for families that includes local and state social services, health, and educational resources.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials
		Link to Differentiation Examples		Equipment List by CTE Cluster Link to Helpful Tech Tools
<p>Identify and describe strategies for establishing positive, responsive relationships with children's families by:</p> <ul style="list-style-type: none"> Researching the various structures and dynamics of families. Creating a presentation identifying strategies that address diverse family structures and dynamics. 	<p>Formative: Brainstorm TV Paper Plate Family Discussion Role-Play Scenarios</p> <p>Summative: Research Presentation</p>	<p>Research in groups one of the diverse family structures (Chapter 11: Preschool CDA® Essentials for Working with Young Children Third Edition text). The group's research results will be used to brainstorm a television or streaming network show that exhibits the same family structure for each member of the group. Using their research</p>	<p>ELA: Identify two to four short stories with diverse family structures that could be used to read to students to model healthy dynamics in various family types.</p> <p>Science: Research the effects of a supportive family on providing children with coping skills against stress and adversity.</p>	<p>Preschool CDA® Essentials for Working with Young Children Third Edition Teacher computer with current operating system Laser printer, color Technology- TV/computer connection with video streaming capability Internet access TV Paper Plate Project link Paper plates Markers</p>

		<p>notes and prior knowledge of the show, individual students will complete their TV Paper Plate Project. After the projects are graded, a class discussion will allow students to justify their work.</p> <p>Research and create a presentation (including role-play scenarios) of strategies for establishing positive, responsive relationships with children’s families.</p> <p>Create and present a plan for an open house family night event to include activities, information, and ideas to increase family participation.</p>	<p>Science: Discuss how secure family attachments and consistent caregiving create brain growth in the areas of learning, emotional regulation, and social skills.</p> <p>Social Studies: Research various policies regarding parent- contacts in the state of Alabama and how they have changed over the past 20 years. Create a parent contact plan for a classroom of 22 students.</p> <p>Math: Create a parent contact plan and tools to track family participation throughout the year.</p>	<p>Copy paper Scissors Student laptops with current operating systems Student portfolios</p>
<p>Develop a multifaceted communication plan designed to meet the needs of diverse family structures and implement that plan.</p>	<p>Formative: Bulletin Board Newsletters Organizational Tool Notecards Program Website</p> <p>Summative: Communication Plan</p>	<p>Create a communication bulletin board display to be rotated often enough for each student to be evaluated throughout the grading period. If necessary, group students. Pages 480, “Ten Tips for Being With Infants and 481, “Sample Questions/Comments for Toddlers” of the Preschool CDA® Essentials for Working with Young</p>	<p>ELA: Utilize the strategies of proofreading, editing, and revision to finalize the communication plan to present a clear and effective document.</p> <p>Science: Research how active listening, empathy, and clear communication affect family relationships.</p> <p>Science: Look at the developmental stage of the</p>	<p>Preschool CDA® Essentials for Working with Young Children Third Edition Teacher computer with current operating system Laser printer, color Internet access Bulletin board Paper cutting machine Cardstock (multiple colors) Bulletin board premade decorations Bulletin board paper</p>

		<p>Children Third Edition, are examples of information that can be included in the display.</p> <p>Create a schedule at the beginning of the course that assigns one or two students each week who are responsible for creating the class newsletter. An electronic newsletter will be sent to the parents who provided an email address to the staff. A paper version will be sent home with the students for parents who did not provide an email address. Similar information displayed on the bulletin board could be provided in the newsletter.</p> <p>Using an organizational tool such as a graphic organizer, create a communication plan designed to meet the needs of diverse local family structures.</p> <p>Design “Ways to be Involved” notecards to send home in children’s bags at the end of the day to allow family members</p>	<p>students, specifically emotional and cognitive, to develop appropriate strategies.</p> <p>Math: Collect data on the communication preferences of different families using surveys. Categorize the data by communication method, preferred language, availability, and cultural needs.</p>	<p>Stapler and staples Scissors Laminator and film Google Calendar or a paper schedule Bulletin board grading rubric Copies of graphic organizers (or anchor charts and markers) Smore (electronic newsletter) Canva (newsletter, brochure, etc.) Student laptop with current operating system Wireless Internet access Newsletter rubric List of parent communication preferences and email addresses Decorative Index Cards or Small Cardstock Markers District’s social media guidelines Social media account Google Sites account YouTube channel</p>
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		<p>who cannot visit the setting due to work to be involved from home. For tasks to transfer to cards, refer to pages 478-479 in the <i>Preschool CDA® Essentials for Working with Young Children Third Edition</i>.</p> <p>Design and manage a program website or social media account following your district's media guidelines.</p>		
<p>Have families complete the CDA® Family Questionnaire and analyze the results.</p>	<p>Formative: Reflection Discussion</p> <p>Summative: CDA® Family Questionnaire CDA® Family Questionnaires Summary Sheet</p>	<p>Copy and Distribute the CDA® Family Questionnaires, located in the Child Development Associate® National Credentialing Program and CDA® Competency Standards Preschool Edition, in large envelopes at the end of the day for parents to complete and return by an established date to analyze. Place a collection container in a secured area to organize forms as they are returned. Students should also check off the returned names periodically and send home a reminder to return the forms as the due date nears. Students</p>	<p>ELA: Write a summary in clear and concise language analyzing the results of the questionnaire to present to administration and colleagues.</p> <p>Science: Look at previous study data and data from communities similar in makeup to compare and contrast results.</p> <p>Math: Analyze the data from the Family Questionnaires. Create a chart or diagram as a visual to be included in their portfolio.</p>	<p>CDA® Family Questionnaire CDA® Family Questionnaires Summary Sheet Copier Large envelopes Internet access Basket (collect returned forms) Checklist of children's names Student portfolio Guided questions</p>

		analyze the data by completing the CDA® Family Questionnaires Summary Sheet and reflecting on the results in their student portfolio using guided questions in preparation for the CDA® Professional Development Specialist™ visit.		
<p>Research local and state social services, health, and educational resources available to families.</p> <p>Create a toolkit for families to include information on local and state social services, health, and educational resources.</p> <p>.</p>	<p>Formative: Guest Speakers Professionalism Exercise Role-Play Scenarios Infographic</p> <p>Summative: Research Toolkit</p>	<p>Research, contact, and invite guest speakers from local agencies to provide in-depth information about the social services, health, and educational resources available to families. Evaluate student’s professionalism prior to contacting agencies by role-playing telephone call conversations.</p> <p>Research in small groups, state social services, health, and educational resources, including contact information, to create an infographic using a web-based format such as Canva.</p> <p>Create a toolkit including information on local and state social services, health, and educational resources to distribute to</p>	<p>ELA: Collaborate with a group to create a Google Slide presentation with information about various resources for social services, health, and education.</p> <p>Science: Provide information for both physical and mental health. Include resources for nutrition, physical activity, mental health services, and preventive healthcare. Include information from scientific studies highlighting the importance of overall family health.</p> <p>Social Studies: Create a presentation that includes changes to local and state social services, health, and educational resources. Analyze how COVID-19 impacted the availability of</p>	<p>Teacher computer with current operating system Laser printer, color Internet access Student laptop with current operating system Wireless Internet access Toolkit rubric Guest speaker thank you cards Play telephone for professionalism exercise</p> <p>Helpful Links: Canva www.Canva.com</p>

		<p>families throughout the year. Use the knowledge gained during the previous activities to begin the project.</p>	<p>these resources and what each group would change to these programs.</p> <p>Math: Research state social services, health, and educational resources, including contact information, to create an infographic using a web-based format including analysis of the total number of social services, health resources, and educational resources available.</p> <p>Math: Create a pie chart to visualize the distribution of resources across categories. Determine the average distance between the services offered from a central location in the community.</p>	
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Key Vocabulary

family, family structures, diverse families, family dynamics, partnership, welcome packet, orientation, intake/enrollment interview, family engagement, decision making, two-way communication, exchange knowledge, learning activities at home, home environment, home visits, parent-educator conferences, family meeting, family workshops, CDA® Family Questionnaire, toolkit, local and state social service resources, health resources, educational resources

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Mandatory Internship Hours (minimum of 96 for the entire course), Time clock/Check-In system, Professional Attire and Communication Skills, Guest Speakers, CTSO Opportunities

CTSO Connection:

FCCLA Competitions: Focus on Children, Early Childhood Education, Lesson Plan Development and Modifications, Red Talks on Education, Say Yes to FCS Education

Certification/Credential Connection:

Opportunities are provided for students to create evidence for their professional portfolios as required for the CDA® credential and to meet Goal IV (to establish positive relationships with families), Goal V (to ensure a well-run, purposeful program that is responsive to participants' needs), and Goal VI (to maintain a commitment to professionalism),

Topic 3 Title: Program Management

Content Standards

4. Compare instruments utilized for the observation, evaluation, and documentation of the preschooler's developmental level and educational progress.
5. Summarize regulatory requirements and program policies for the preschool setting, including mandated reporting requirements related to abuse and neglect.
6. Critique lesson plans and curricula designed for the preschool setting.
7. Communicate student progress to families, using a variety of strategies.
Examples: student portfolios, in-person and virtual meetings, parent night activities
8. Explain conflict resolution strategies that may be used when working with students, parents/guardians, colleagues, and the community.

Unpacked Learning Objectives

Students know:

- Various instruments are used to observe, evaluate, and document preschoolers' developmental levels and educational progress.
- Requirements and policies for the preschool setting.
- How to critique curricula and lesson plans designed for the preschool setting.
- How to document student progress.
- How to communicate student progress to families using various strategies.
- Conflict resolutions to use when working with and communicating to stakeholders.

Students are able to:

- Research and compare the instruments used to observe, evaluate, and document preschoolers' developmental level and educational progress.
- Summarize regulatory requirements and program policies of the preschool setting.
- Analyze curricula and lesson plans designed for the preschool setting.
- Use a variety of strategies to communicate student progress to families.
- Explain conflict resolution strategies to use when working with stakeholders.

Students understand:

- There are instruments used to document a preschooler's development level and education progress.

- There are regulatory requirements and program policies that preschool settings must follow.
- The components of an effective lesson plan and curricula for the preschool setting.
- Student progress should be communicated to families.
- There are conflict resolution strategies to use when working with stakeholders.

Driving/Essential Question	How do education professionals effectively observe, evaluate, and document preschoolers' developmental levels and educational progress, summarize regulatory requirements and program policies, critique lesson plans and curricula, communicate student progress to families, and explain appropriate conflict resolution strategies within the preschool setting?
Exemplar High Quality Task	Students will research and compare instruments used for observing, evaluating, and documenting preschoolers' developmental levels and educational progress and present their findings. They will summarize regulatory requirements and program policies by creating a detailed chart or diagram. Additionally, students will critique lesson plans and curricula designed for the preschool setting by analyzing and rewriting existing lesson plans to include differentiation. They will practice communicating student progress to families using a variety of strategies. Finally, students will explain conflict resolution skills by creating visual representations of strategies and participating in role-playing scenarios to demonstrate effective techniques for working with various stakeholders.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Compare instruments utilized for the observation, evaluation, and documentation by	Formative: Safety Equipment Test Summative:	Produce multimedia presentations (e.g., podcast, YouTube video, etc.) as small groups	ELA: Research one observation instrument and create a multimedia presentation explaining its	Teacher computer with current operating system Internet access

<p>researching different types of instruments that look at preschoolers' developmental level and educational progress and present the findings.</p>	<p>Observational Instruments Presentation</p>	<p>comparing instruments utilized in observing, evaluating, and documenting preschoolers' developmental level and educational process. High school students can role-play the part of infants, toddlers, and preschoolers in video and sound segments if necessary.</p>	<p>methods, strengths, and weaknesses, and present to peers.</p> <p>Science: Create a comparison chart/table to organize data. Make sure to include the purpose, method, and pros and cons of each tool.</p> <p>Social Studies: Compare and contrast various documentation that looks at preschooler's developmental levels. Create a poster with different documentation and the pros and cons of each.</p> <p>Math: Compare and contrast different instruments used. Organize the data in a pie chart or diagram.</p>	<p>Student laptop with current operating system Wireless Internet access Recording system with microphone and camera District's permission to use voice and image forms Poster Board Markers</p>
<p>Summarize regulatory requirements and program policies by:</p> <ul style="list-style-type: none"> • Researching the requirements and policies for the preschool setting and presenting those findings. • Creating a chart or diagram describing the 	<p>Formative: Research Discussion Graphic Organizer</p> <p>Summative: Presentation Chart/Diagram</p>	<p>Research and present regulatory requirements and program policies in the preschool setting, including, but not limited to, Mandated Reporting, background checks, etc.</p> <p>Design examples of the Common Forms of Observation using the chart</p>	<p>ELA: Create a pamphlet for parents identifying the requirements and program policies for the local school district.</p> <p>Science: Research local, state and federal health and safety guidelines, including any special</p>	<p>Preschool CDA® Essentials for Working with Young Children Third Edition Student laptop with current operating system Wireless Internet access Presentation rubrics Student portfolios Hypothetical scenario cards</p>

<p>requirements and policies for the preschool setting.</p>		<p>on pages 509-510 of the Preschool CDA® Essentials for Working with Young Children Third Edition text.</p> <p>Using a graphic organizer or digital display, students will present a response following the regulatory requirements and program policies when presented with a hypothetical scenario card ranging from record keeping to Mandated Reporting practices. For example, a card's scenario may elicit a Mandated Reporter response. The student would use an anchor chart to map their response to the situation following proper protocol.</p>	<p>training requirements such as CPR.</p> <p>Social Studies: Research various international policies regarding requirements for the preschool setting.</p> <p>Math: In small groups, research various compliance topics such as background checks, mandated reporting, training, health & safety. Find the statistics for each topic such as number of cases, required reactions, comparison between states, types of training, number of hours and present the statistics in a graphic organizer such as a chart or frequency table.</p>	<p>Anchor charts Markers Student portfolio</p>
<p>Critique lesson plans and curricula designed for the preschool setting by:</p> <ul style="list-style-type: none"> Analyzing lesson plans using various types of observations. Rewriting an existing lesson plan to include differentiation. 	<p>Formative: Discussion</p> <p>Summative: Observation Lesson Plan</p>	<p>Analyze and critique a previous or current student's lesson plan using various types of observations and including opportunities for differentiation.</p>	<p>ELA: Research methods of differentiation and identify one to include in a rewritten lesson plan.</p> <p>Science: Evaluate the lesson plan for opportunities to explore and ask questions about nature or other basic science concepts.</p>	<p>Preschool CDA® Essentials for Working with Young Children Third Edition Sample lesson plans Student portfolios</p>

<p>Communicate student progress to families using a variety of strategies.</p>	<p>Formative: Communication Tool Role-Play Discussion</p> <p>Summative: Communication Plan Parent Night Activities</p>	<p>Create various tools to communicate children’s progress with parents without face-to-face or verbal communication (e.g., student portfolios, behavior bracelets, etc).</p> <p>Role-play a parent-teacher conference to communicate student progress to families. Discuss the results as a class.</p> <p>Design parent-night activities to communicate student progress. For example, set up children’s workspaces to include work samples and art projects from recent weeks.</p>	<p>ELA: Students are provided with a progress report for a fictional student and must draft an appropriate email and script for a phone call to the parent clearly and concisely explaining the student’s progress.</p> <p>Science: Have students create a science journal to share with family members. Include designated things for family engagement, photos or printouts of the child’s activities.</p> <p>Math: Have students collect data on student performance and attendance records. Have the students analyze the data identifying trends and areas for improvement.</p>	<p>Preschool CDA® Essentials for Working with Young Children Third Edition Student laptop with current operating system Wireless Internet access Student Portfolios Materials needed to construct tools for communication Role-play scenarios Copier Parent Night activities grading rubric copies</p>
<p>Explain conflict resolution skills by:</p> <ul style="list-style-type: none"> • Creating a visual representation of strategies for working with various stakeholders. • Participating in role-playing scenarios that demonstrate conflict resolution strategies for working 	<p>Formative: Team Building Activities Research Discussion</p> <p>Summative: Multimedia Example Demonstration Role-Playing Presentation</p>	<p>Research, create, and participate in team-building games and activities to prevent conflict among coworkers.</p> <p>Research conflict resolution strategies for working with a variety of stakeholders. Create multimedia (videos or photos) examples of</p>	<p>ELA: Working with a group, write a short script to role play a conflict and the proper way to resolve it using one of the resolution strategies. Act out for the class if time permits.</p> <p>Science: Research how scientific inquiry and critical thinking assist in conflict resolution.</p>	<p>Supplies for team-building games and activities Teacher computer with current operating system Internet access Student laptop with current operating system Wireless Internet access Recording system with microphone and camera District’s permission to use voice and image forms</p>

with a variety of stakeholders.		role-play responses to instructor-provided scenarios. Use the videos/photos to create a presentation for another class.	<p>Science: Explore emotions and the brain's role in conflict resolution.</p> <p>Social Studies: Interview various stakeholders and their role in the education system. Create a script of the interview and make a presentation.</p> <p>Math: Have students collect data on the effectiveness of conflict resolutions strategies. Use a spreadsheet to organize the data and create graphs, charts, or tables to show the effectiveness of the strategies.</p>	
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Key Vocabulary

accountability, assessment, authentic assessment, documentation, observation, recordkeeping, mandatory reporter, Erin's Law, Alabama Department of Human Resources Child Abuse Mandated Reporters Training, background check, Systematic observation, Formal observation, forms of observation, objectivity, Cycle of Curriculum Planning, Individualized Family Service Plan, Individualized Education Program, Learning story, portfolio, Individual Planning Form, progress report, colleague, substitute, external community, community resources, stakeholders

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Mandatory Internship Hours (minimum of 96 for the entire course), Time clock/Check-In system, Professional Attire and Communication Skills, Guest Speakers, CTSO Opportunities

CTSO Connection:

FCCLA Competitions: Focus on Children, Early Childhood Education, Lesson Plan Development and Modifications, Red Talks on Education, Say Yes to FCS Education

Certification/Credential Connection:

Opportunities are provided for students to create evidence for their professional portfolios as required for the CDA® credential and to meet Goal IV (to establish positive relationships with families), Goal V (to ensure a well-run, purposeful program that is responsive to participants' needs), and Goal VI (to maintain a commitment to professionalism),

Topic 4 Title: Professionalism

Content Standards

9. Compose a competency statement that indicates a personal commitment to professionalism and gives concrete strategies for maintaining that professionalism.

10. Collect and revise materials for the Child Development Associate® professional portfolio and prepare for the Professional Development Specialist™ visit.

Examples: Resource collection items I-VI, Competency Statements I-VI, Professional Philosophy Statement

Unpacked Learning Objectives

Students know:

- How to write a professional competency statement.
- Strategies for maintaining professionalism.
- CDA® requirements for the professional portfolio.
- How to prepare for the Professional Development Specialist™ visit.

Students are able to:

- Write a professional competency statement.
- Include their personal commitment to professionalism in the statement.
- Include concrete strategies for maintaining professionalism in the statement.
- Create a professional portfolio as outlined by the Child Development Association®.
- Prepare for the Professional Development Specialist™ visit.

Students understand:

- They must be committed to professionalism, and there are strategies to use to maintain professionalism.
- Specific materials must be included in their professional portfolio to prepare for their Professional Development Specialist™ visit.

Driving/Essential Question	How do I develop a comprehensive Child Development Associate® professional portfolio, including writing competency and professionalism statements, gathering and refining necessary materials, and preparing for the Professional Development Specialist™ visit?
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Exemplar High Quality Task	Students will compose a professional competency statement that includes their commitment to professionalism and concrete strategies for maintaining it while simultaneously developing and organizing materials for their professional portfolio as outlined by the Child Development Associate® in preparation for the Professional Development Specialist™ visit.
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Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Write a professional competency statement to include their personal commitment to professionalism and strategies to maintain that professionalism.	<p>Formative: Professional Competency Statement Reflection Peer Evaluation</p> <p>Summative: Statement</p>	Compose a professional competency statement. This statement includes the student's personal commitment to professionalism and strategies to maintain that professionalism. First, students analyze observational notes and additional relevant paperwork contained in his/her student portfolio. Next, students reflect on their commitment to professionalism using guided questions. Finally, a draft statement is	<p>ELA: Use the tools of the writing process (particularly investigation, drafting, revising, and editing) to write a professional competency statement. Work with a partner to peer edit.</p> <p>Social Studies: Analyze current professional competency statements and compare the different facility's outlooks on various topics.</p> <p>Math: Analyze the aspects of their professional</p>	Preschool CDA® Essentials for Working with Young Children Third Edition Student portfolio Guided questions

		exchanged with their classmates for peer evaluations.	behaviors by counting the number of times they demonstrated professional behaviors. Create a table to categorize the behavior and calculate the frequency. Use percentages to represent the proportion of each behavior out of the total observations.	
Develop materials for their professional portfolio as outlined by the Child Development Associate® to prepare for the Professional Development Specialist™ visit.	<p>Formative: Mock Evaluation Analyze Data Discussion</p> <p>Summative: Professional Materials to Prepare for the Professional Development Specialist™ Visit</p>	<p>Prepare and develop a professional portfolio for the Professional Development Specialist™ visit.</p> <p>Conduct mock evaluations of their classmates' professional portfolios in preparation for the Professional Development Specialist™ visit.</p> <p>Analyze data received from the mock evaluations to collect or revise materials needed for the Child Development Associate® professional portfolio and prepare for the Professional Development Specialist™ visit.</p>	<p>ELA: Write clear and concise summaries of data from mock evaluations to include with the collected charts or graphs for presentation.</p> <p>Math: Analyze the data from the mock evaluations to determine what revisions are needed.</p>	<p>The Child Development Associate® National Credentialing Program and CDA® Competency Standards Preschool Edition</p> <p>Teacher computer with current operating system Internet access Laser printer, color Student portfolio Professional portfolio Copies of mock evaluation sheets</p>

Key Vocabulary

competency statement, professionalism, professional portfolio, Professional Development Specialist™

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Mandatory Internship Hours (minimum of 96 for the entire course), Time clock/Check-In system, Professional Attire and Communication Skills, Guest Speakers, CTSO Opportunities

CTSO Connection:

FCCLA Competitions: Focus on Children, Early Childhood Education, Lesson Plan Development and Modifications, Red Talks on Education, Say Yes to FCS Education

Certification/Credential Connection:

Opportunities are provided for students to create evidence for their professional portfolios as required for the CDA® credential and to meet Goal IV (to establish positive relationships with families), Goal V (to ensure a well-run, purposeful program that is responsive to participants' needs), and Goal VI (to maintain a commitment to professionalism),