CDA Competency Goals and Functional Areas

CDA Competency Goal	Functional Area	Definition
I. To establish and maintain a safe, healthy learning environment	1. Safe	Student provides a safe environment to prevent and reduce injuries.
	2. Healthy	Student promotes good health and nutrition and provides an environment that contributes to the prevention of illness.
	3. Learning Environment	Student uses space, relationships, materials and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.
II. To advance physical and intellectual competence	4. Physical	Student provides a variety of equipment, activities and opportunities to promote physical development of children
	5. Cognitive	Student provides activities and opportunities that encourage curiosity, exploration and problem solving appropriate to the developmental levels and learning styles of children.
	6. Communication	Student actively communicates with children and provides opportunities and support for student to understand, acquire and use verbal and nonverbal means of communicating thoughts and feelings.
	7. Creative	Students provides opportunities that stimulate children to play with sound, rhythm, language, materials, space and ideas in individual ways and to express their creative abilities.
III. To support social and emotional development and provide positive guidance	8. Self	Student provides physical and emotional security for each child and helps each child to know, accept and take pride in himself/herself and to express their creative abilities.
	9. Social	Student helps each child feel accepted in the group, helps children learn to communicate and get along with other and encourages feelings of empathy and mutual respect among children and adults.
	10. Guidance	Student provides a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group.
IV. To establish positive and productive relationships with families.	11. Families	Student maintains an open, friendly and cooperative relationship with each child's family, encourages their involvement in the program and supports the child's relationship with his or her family.
V. To ensure a well-run, purposeful program responsive to participant needs	12. Program Management	Student is a manager who uses all available resources to ensure an effective operation. The student is a competent organizer, planner, record keeper, communicator, and a cooperative co-worker.
VI. To maintain a commitment to professionalism.	13. Professionalism	Student makes decisions based on knowledge of early childhood theories and practices, promotes quality in child care services and takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.

Council For Professional Recognition, Essentials for Child Development Associates Working with Young Children, Washington, DC: 1991

Detail For Competence Goals For Cda

IM Harris

Detail For Competence Goals For Cda:

The Child Development Associate Program ,1982   *DHHS Publication No. (OHDS). ,19??*   Resource Papers for a Guide for Education Coordinators in Head Start ,1986   *The National Education Goals Report ,1992*   **Resources in Education** ,2000-04   *Michigan Child Care Matters ,2005*   **Data for the National Education Goals Report: The national data** United States. National Education Goals Panel,1995   *Data for the National Education Goals Report ,1994*

Early Childhood Education Moncrieff Cochran,Rebecca S. New,2007-01-30 Early childhood education has reached a level of unprecedented national and international focus Parents policy makers and politicians have opinions as well as new questions about what how when and where young children should learn Teachers and program administrators now find curriculum discussions linked to dramatic new understandings about children s early learning and brain development Early childhood education is also a major topic of concern internationally as social policy analysts point to its role in a nation s future economic outlook As a groundbreaking contribution to its field this four volume handbook discusses key historical and contemporary issues research theoretical perspectives national policies and practices   **A Guide for Education Coordinators in Head Start** ,1986   **Handbook of Research on Competency-Based Education in University Settings** Rasmussen, Karen,Northrup, Pamela,Colson, Robin,2016-10-04 The majority of adult learners are looking to attain their desired academic credentials within the shortest amount of time possible By implementing competency based programs learners are accelerated through their designed program or course The Handbook of Research on Competency Based Education in University Settings is a pivotal reference source for the latest academic research on the use of competency based testing in higher education institutions Focusing on innovative practices strategies and real world scenarios this book is ideally designed for educators students administrators professionals and academics interested in emerging developments for competency based education initiatives   *Federal Register ,1988-06-24*   The National Education Goals Report ,1991

Child & Adult Care Professionals Karen Jo Stephens,Maxine Hammond-Smith,2004 Child Adult Care Professionals is an occupational program preparing students at grades 10 12 for employment in child care and or adult care centers This program prepares students for the CDA Child Development Associate credential   **Handbook of Early Childhood Teacher Education** Leslie J. Couse,Susan L. Recchia,2015-07-24 This handbook synthesizes both contemporary research and best practices in early childhood teacher education a unique segment of teacher education defined by its focus on child development the role of the family and support for all learners The first volume of its kind the Handbook of Early Childhood Teacher Education provides comprehensive coverage on key topics in the field including the history of early childhood teacher education programs models for preparing early childhood educators pedagogical approaches to supporting diverse learners and contemporary influences on this quickly expanding area of study Appropriate for early childhood teacher educators as well as both pre and in service teachers working with children from birth through 8 this handbook articulates

the unique features of early childhood teacher education highlighting the strengths and limitations of current practice as based in empirical research It concludes by charting future directions for research with an aim to improve the preparation of early childhood educators **Interactions for Development and Learning** Kathleen S. Ralph,2002 For undergraduate courses in General Methods in Early Childhood Development Development of the Young Child and Early Childhood Curriculum This unique text stresses a positive interactive curriculum for development and learning based on five developmental areas personal social physical cognitive communication and creative The revised edition ties developmental theory to real life situations in a variety of settings This helpful text provides methods of planning program implementation and evaluation for those who wish to enhance the quality of interaction with children from birth through age eight **Data Volume for the National Education Goals Report** ,1994 Infants and Toddlers Linda Douville-Watson,Michael A. Watson,LaVisa Cam Wilson,1999 This comprehensive fourth edition text includes the skills necessary to provide high quality care for infants and toddlers in any child care setting The text emphasizes individual care and includes helpful information on incorporating individualized techniques and activities for each child in care Important information on learning theorists cultural diversity and special needs helps students understand the many issues affecting child care The emphasis on growth and development provides students with valuable information that enables them to provide the best possible care **AR 608-10 07/15/1997 CHILD DEVELOPMENT SERVICES , Survival Ebooks** Us Department Of Defense,www.survivalebooks.com,Department of Defense,Delene Kvasnicka,United States Government US Army,United States Army,Department of the Army,U. S. Army,Army,DOD,The United States Army, AR 608 10 07 15 1997 CHILD DEVELOPMENT SERVICES Survival Ebooks *Research in Education* ,1973-12

This book delves into Detail For Competence Goals For Cda. Detail For Competence Goals For Cda is a crucial topic that must be grasped by everyone, ranging from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Detail For Competence Goals For Cda, encompassing both the fundamentals and more intricate discussions.

1. The book is structured into several chapters, namely:

    - Chapter 1: Introduction to Detail For Competence Goals For Cda
    - Chapter 2: Essential Elements of Detail For Competence Goals For Cda
    - Chapter 3: Detail For Competence Goals For Cda in Everyday Life
    - Chapter 4: Detail For Competence Goals For Cda in Specific Contexts
    - Chapter 5: Conclusion

2. In chapter 1, the author will provide an overview of Detail For Competence Goals For Cda. The first chapter will explore what Detail For Competence Goals For Cda is, why Detail For Competence Goals For Cda is vital, and how to effectively learn about Detail For Competence Goals For Cda.
3. In chapter 2, this book will delve into the foundational concepts of Detail For Competence Goals For Cda. The second chapter will elucidate the essential principles that must be understood to grasp Detail For Competence Goals For Cda in its entirety.
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5. In chapter 4, the author will scrutinize the relevance of Detail For Competence Goals For Cda in specific contexts. The fourth chapter will explore how Detail For Competence Goals For Cda is applied in specialized fields, such as education, business, and technology.
6. In chapter 5, this book will draw a conclusion about Detail For Competence Goals For Cda. The final chapter will summarize the key points that have been discussed throughout the book.
   The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of Detail For Competence Goals For Cda.

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