Prosperity Childcare Training Network

A Network For Higher Education and Prosperity!

Becoming A Professional

(CDA Portfolio Pathway)

**Teaching & Learning
Course Syllabus
(2024)**

Contents

Instructor Information

Instructor: Jennifer Pasteur **Med CNNP CMP CCP FC**
Email: info@leadersinchildcareeducations.com
Virtual Office Hours: Available as Needed
Physical Office Location: Jacksonville Florida

Course Information

Description

The Becoming A Professional **(CDA Portfolio)** course provides early childhood professionals with educational resources, theories, and hands on experiences that they can use inside the classroom to aid teachers with best practices, skills, and behavior strategies to motivate young learners in early childhood education.

This course provides early childhood professionals with informative instructional knowledge and theories by relating materials to early childhood education. **Prosperity Childcare Training Network** does not certify students to become certified childcare teachers nor awards students a Child Development Associate upon completion of the CDA Portfolio course. This course provides 45 clock hours for the candidate's CDA Portfolio process. The determination and awarding of CDA certification are awarded through the **Council For Professional Recognition (CDA Council)**.

Credit hours: 45 hours
Prerequisites: High School Diploma or GED along with Program acceptance.

Standards

Department/Network Objectives and Outcomes

Prosperity CTN of Education Framework: Prosperity CTN instills an overall framework which encompasses the vision, mission, and student learning outcomes of our network. The framework provides an overall vision indicating the empowered student at the center.

Prosperity CTN Institute of Education Dispositions Assessment: Within the Network of Education, all students are assessed after selected courses (on-line or on-site) on several dispositions that the student displays during the term of the course. This assessment is completed by the course instructor and maintained within. Review the Network of Education Dispositions Assessment within Start Here Documents in **_PCTNLMS_**.

Course Objectives

Students will:
- ✓ Discuss and review a safe healthy learning environment.
- ✓ Describe, review, and discuss advanced physical and intellectual competence.
- ✓ Review and discuss how to establish positive and productive relationships with families.
- ✓ Recognize, discuss, analyze, and apply creative thinking to menus, observation tools, and lesson plans for innovative learning and development.

✓ Identify and support social and emotional development and positive guidance.

✓ Identify and discuss how to maintain a commitment to professionalism.

✓ Define and discuss theories in child development.

✓ Identify and discuss the 6 competency standards/goals, and the 13 functional areas.

✓ Recognize, discuss, analyze, and apply creative thinking to menus and lesson plans for innovative learning and development.

Students are required to have a Professional Portfolio. The makeup is compiled independently by each Candidate as part of the CDA credentialing process. The compiled resources and documents are reviewed by the CDA PD Specialist during the CDA Verification Visit. The Professional Portfolio is composed of:
Education Documentation
Family Questionnaires
Six (6) Reflective Statements of Competence
Ten (10) Resources
A Professional Philosophy Statement
Which requires each student to have a notebook, email, pencils, pens, sticky notes, index cards, Internet access, and completed homework assignment emailed to the course email.

Student Learning Outcomes

*After completing Becoming A Professional (CDA Portfolio) Course, students should be able to:

➢ Define, recognize, and understand their roles as an early childhood professional.

➢ Apply new learned skills and educational material while teaching in an early childhood setting.

➢ Recognize and Comprehend importance of joining a National Association and the history of CDA Council.

➢ Identify all components of the CDA Portfolio and prepare to meet the requirements to obtain the Child Development Associate (CDA) Credential.

➢ Apply and comprehend the purpose of professionalism.

➢ Communicate with families, create fun classroom activities, meaningful lesson plans, and implement safe and best practices for children.

INSTRUCTIONAL STRATEGIES:

Our network has its own e-learning platform **PCTN (pctnworldwide.com)** together with a combination of class lectures, hands on with a computer one on one demonstrations, and in-house lab experiences learners can accomplish certificate.

Student Learning Outcomes Overview

Becoming A Professional CDA Portfolio Orientation provides an overview and outline the purpose of this course. It also serves as a guide for the course objectives, introduction about the instructor, summary of important early childhood and child development theories, as well as history of the **Council for Professional Recognition (CDA Council)**.

In addition, the **Becoming A Professional CDA Portfolio Orientation** will inform students about the course books, gathered resources for their portfolio, and give a description about the CDA Settings (Infant/Toddler, Preschool, Home-based (family) Setting, Bilingual Settings, Home Visitation Settings). Students will also learn how to navigate and begin the CDA credentialing process required and learn how to schedule a Verification Visits/ choosing a PD Specialist and enrolling for CDA exam through Pearson Vue. In conclusion, the orientation will provide information and descriptions about teaching roles and requirements in early childhood and child development classrooms.

Course List and Descriptions

This course has 6 modules based upon the Competency Standards (Goals) given by the CDA Council. Each module has sections with subjects centered around the 13 Functional Areas within each Competency Standards.

The subjects discussed in the modules are as follows:

➢ **Creating a safe, healthy, and learning environment.**
➢ **Learning and understanding the elements of Child Development**
➢ **Advancing the physical and intellectual development of children**
➢ **Supporting the growth of social-emotional development and positive guidance in children**
➢ **Creating healthy relationships with families**
➢ **Managing a productive and organized program operation**
➢ **Maintaining a commitment to professionalism**
➢ **Observing and recording children's assessments and behavior**

And other subjects' students can learn from to educate and obtain knowledge.

Clock Awards Awarded: There are 6 modules that cover the 6 Competency Standards and the 13 functional areas. In - Class sessions will be held ***Monday thru Thursday, Thursday thru Sunday, or Saturday thru Tuesday.*** Students can choose when class session is best for their schedule. The weekly session will consist of (45 clock hours) homework, online discussions, and other requirements outside the classroom.

With combined in-class and out of class clock hours the sum will be 45 hrs. which counts toward the CDA credential. There are 2 weeks covering all material from each of the standards. Below, you will find a chart that breaks down the clock hours for each module. All modules are the sum of the standards and functional areas.

Course Materials

Required

Essentials for Working With Young Children – Third Edition Workbook
Preschool Setting:
Preschool CDA Competency Standards Book
Infant/Toddler Setting:
Infant-Toddler *Competency Standards Book*
Family Childcare Setting: *Family Child-Care Competency Standards Book*

Modules Lessons and Descriptions

Week 1 (Modules 1-3)

Competency Standard I: To Establish and Maintain a Safe, Healthy, Learning Environment

Competency Standard II: To Advance Physical and Intellectual Competence

*Competency Goal III: To Support Social and Emotional Development and to Provide Positive Guidance***:**

Total = (21 hrs.)

Textbook:

Essentials for Working With Young Children – Third Edition Workbook

Preschool Setting:

Preschool CDA Competency Standards Book

Infant/Toddler Setting:

Infant-Toddler *Competency Standards Book*

Family Childcare Setting: *Family Child-Care Competency Standards Book*

The purpose of these lessons is to identify and understand Competency Goals 1-3 and Functional Areas 1-10. In these lessons, each of the Functional Area are broken down into sections to provide information about the importance of promoting safety, health and nutrition, rules and regulations, strategies, and best practices. Therefore, students will learn how to incorporate various ideas, designs & strategies, teaching theories, rules, materials, and other elements that promote early childhood education and what it takes to become a professional. Students will also focus on writing reflective statements, collecting resource items, and various forms that are used in a childcare program. Students will also learn how to create innovative learning activities and learn how to create a climate for positive behavior. Teachers will be able to recognize and understand Physical, Cognitive, Communication, and Creative functional areas and how to apply methods of techniques while preparing young children to learn in a childcare setting. All the goals and standards will be discussed and explained so students will be able to comprehend.

Week 2 (Modules 4-6)

Competency Goal IV: To Establish Positive and Productive Relationship With Families

Competency Goal V: To Ensure a well – run, purposeful program that is responsive to participant needs.

Competency Goal VI: To Maintain a Commitment to Professionalism

 Total = (24 hrs.)

Textbook:

Preschool Setting:

Essentials for Working With Young Children – Third Edition Workbook Preschool

CDA Competency Standards Book

Infant/Toddler Setting:

Infant-Toddler *Competency Standards Book*

Family Childcare Setting: *Family Child-Care Competency Standards Book*

The purpose of this session is to recognize and understand Competency Goals 4-6 and Functional Areas 11-13. In these lessons, each Competency Goal and Functional Areas are broken down for comprehensive understanding methodology. These lessons will give in-depth details about positive family communication, professionalism, and program management strategies. Students will learn about promoting healthy learning environments and running a quality program that supports professionalism. Lastly, in this session, we will cover information about the importance of creating trusting relationships with families in an early childhood program, learn about different types of culture, diversity, inclusion, home and school culture connections, parent partnerships, communication, and other topics that are related to families in an early childhood education setting. These lessons will outline the importance of structure for Program Management and Professionalism while implementing system and childcare management software in the program. In addition, students will learn how to run an effective program management program, be able to conduct observations, anecdotal notes, and build great leaders and a team. Students will also visit an early childhood program and review policies. By doing so, students will be able to understand the importance of policies and procedures. Students will have open discussions about the importance of role PD Specialists, the CDA verification visit, Pearson Vue testing, writing their biography, and about putting the fixing touches on their CDA Professional Portfolio.

Reliable and speedy Internet access. This course may feature streaming video. It may also require you to take online tests. A high-speed Internet connection is required. Wireless (Wi-fi) connections may suffice, but a wired connection (Ethernet) is preferred, especially while taking tests.

Computer competency. You must be comfortable using email, posting to discussion boards, uploading, and downloading documents, and accessing such resources as search engines and websites (e.g., Google, etc.). Common specific tools include the following:

Instructor Expectations

Be certain to check email and your online portal daily. Also, follow the Course Schedule for due dates.

Course Evaluation and Grading

Knowledge Checks, Quizzes, Discussion, & Group Activities	Possible Points
Module 1	100
Module 2	100
Module 3	100
Module 4	100
Module 5	100
Module 6	100
Portfolio	600
Total	1200

Graded Activities

All project-based assignments will be graded according to the scoring guides (or grading rubrics) provided. Refer to the Course Schedule for due dates. Graded activities may include:

Discussion Forums

Discussions allow you to submit assignments, view the work of others, and interact with your peers.

Literary Genres Activity

This activity will demonstrate your understanding of literary genres and subgenres.

Grading Information

Final grades will be assigned using these guidelines.

Letter Grade	Percentage Range	Descriptor
A	90-100	Excellent
B	80-89	Good
C	70-79	Adequate
D	60-69	Needs Improvement
F	0-59	Unacceptable

Online Policies

Attendance

Registration for a class makes the student responsible for attending the class until completed unless officially withdrawn. Students are expected to attend class as scheduled. In an online course, attendance is demonstrated by a student's participation in an academically related activity, such as submission of an academic assignment or exam or contributing to an online discussion forum. For any online discussion forum, the computer must be in good working order and the computer's camera must remain on during the entire session. Excessive absences, early departures, and/or tardiness (late arrivals) may interfere with the student's ability to complete the course successfully.

The way make-up work, tests, skill validation, or assignments are given for excused absences is determined by the instructor. Possible excused absences include military service, accidents, court appearances, illness of the student or an immediate family member, or the death of an immediate family member. The student must submit appropriate documentation of extenuating circumstances to the instructor and plan to complete any make-up work within one week of the last day of the excused absence, except major exams. It is the student's responsibility to plan with the instructor to make up missed coursework. Work-related excuses, childcare issues, and/or travel are not considered excused absences. Instructors are not required to provide make-up opportunities for unexcused absences or to give additional time to students who are tardy for tests or quizzes.
A student is considered excessively absent after missing more than two classes (one week), unless all absences are accompanied by extenuating circumstances and proper documentation provided. A student who has excessive absences, early departures, or tardiness (late arrivals) will be in jeopardy of unsuccessful completion of the course.

Grammar and Punctuation:

English must be properly used in assignments. Before you turn in your work, students need to double-check their work for correct sentence structure, grammar, spelling, and punctuation.

Late Work and Make-Ups

Students must make every effort to be present at all examinations. Students must notify the Instructor prior to exam time if the absence is anticipated. The way to make up assignments, exams, and other work will be given for excused absences shall be left solely to the discretion of the instructor. Missed exams will be written (with the instructor's permission) during the final examination week. Make-up exams may be in any format. Examples include multiple-choice, fill in the blank, discussion questions, and matching. If a test review is permitted at the discretion of the instructor, the students may not attend test review for a test that they have not taken.

Academic Responsibility

Please Read Carefully all students.
Assigned homework should be submitted through email only. Any homework submitted outside
this submission will not be accepted.
Any students that do not have an email account, please create an account through any source such as
yahoo, Gmail, etc.

Our class email should be used for assignment purposes only. In this way, assignments will not be lost or
mixed up in any way. Please make sure you save your work on different platforms and devices you can
save it on a Cloud disk, Thumb drive, computer, in your email, & FB Messenger. Technology is faulty so
take all precautions.

Our Course Email:info@leadersinchildcareeducations.com

Academic Integrity

Whether or not academic misconduct has occurred and what classroom sanctions, if any, are to be
applied are matters to be determined by the respective instructor.

Academic honesty is expected in and outside of the classroom. Cheating, plagiarism, and other forms of
academic dishonesty will not be tolerated in this course. Any student who is found to have plagiarized
will receive a "0" grade for that assignment. Plagiarism in any form is not acceptable.

Course Clock Hours

Justification of Course Clock Hours

To receive the 45 clock hours from Prosperity Childcare Training Network Accelerator Hybrid Course Program, students must complete all lessons, assignments, projects, class participation, in-class and out of class engagement and participation, and all other course requirements must be met to earn 45 clock hours.

There are 6 modules that cover the 6 Competency Standards and the 13 functional areas. In - Class sessions will be held *Monday thru Thursday, Thursday thru Sunday, or Saturday thru Tuesday*. Students can choose when class session is best for their schedule. Our online Synchrony courses will consist of **(3.5 hours daily for six days (21 hours)** and students will have 4 hours of homework, online discussions, and other requirements outside the classroom each day **for 6 days which total 24 hours.** All classes combined in-class and out of class will be the **sum of 45 hrs**. which can count toward the CDA credential. There are 4 weeks covering all material from each of the standards. Below, you will find a chart that breaks down the clock hours for each module. All modules are the sum of the standards and functional areas.

Goal 1
Safe 3.5
Health 3.5
Learning E 3.5

Goal 2
Physical- 3.5
Cognitive- 3.5
Communication- 3.5
Creative- 3.5

Goal 3
Self- 3.5
Social - 3.5
Guidance - 3.5

Goal 4
Families - 3.5

Goal 5
Program Management- 3

Goal 6
Professionalism - 4

Total: 45 hrs.

CDA Course: 45 Clock Hours Chart – Modules 1-6 (6 Competency Standards & 13 Functional Areas) Overview: There are 6 modules and 6 Competency (Goals)Standards and 13 Functional Areas.

Each lesson focuses on the 6 Competency Standards and the 13 functional areas.

All classes will be held on (Monday thru Thursday, Thursday thru Sunday, or Saturday thru Tuesday) There are three sessions students may choose from to help better meet their needs. All Homework is permitted to be turned in Sunday by midnight at the end of each week.

Certificate of Completion is Issued when all the 45 hrs. and coursework are completed.

Evaluation Procedures & Grading Scale

Each program is graded by taking the average of the grades received for the major project, small projects and/or assignments.

Small and Major Projects are assessed in this course. Assignments are important because they are 30% of your grade. Assignments are classwork and homework which are given for every class and must be turned in on time to get credit. This is a requirement in order to receive 45 credit hours. Students may not eliminate or refrain from class and group assignments. You must turn in all coursework and all assignments must be turned in to get credit. Small projects aim to help further your understanding of specific lessons and the major project is your Professional Portfolio both serve as assessments in this course. The assignments together are worth 70% of your grade. Professional Portfolio which will be the most essential element in your CDA process. This will be used during the Verification Visit with your PD Specialist for grading and evaluation.

The major project (40%) and small projects (30%) are combined for a total of 70 points/70% of the student's grade. Overall number of total points: 100%

The assignments collectively are 30 points, 30% of the student's grade. It is imperative that all assignments are done entirely and to the best of your understanding for completeness.

Assignment (30points)	30%
Major Project (40points) **Small Projects (30points)**	40% 30% Total: 100%

Completing all class and homework assignment by the end of the course as well as meet all other requirements with a passing grade of 70% and above will result in 45 hours towards the student's Child Development Associate

The following point totals correspond to the following grades:

Points Grade: *100–90 (A) 89–80 (B) 79–70 (c)   Below 70 (F)*

Rubric for Major Projects: Professional Portfolio Project

Highest Total Points: 40	Excellent	Good	Fair	Poor
Reflective Competency Standards Statements (1-6)	**16 points** Student demonstrates a full understanding and well written paragraphs about competency standards and Student provides significant detail, including Competency Statements sub topics	**12 points** Student demonstrates a good understanding and comprehensible written paragraphs most of the concepts and key points about competency standards Student provides moderate detailing of Competency standards and sub topic of Competency standards	**8 points** Student demonstrates a fair understanding of the competency standards and impartial written paragraphs presented. Content lacks detail or clarity.	**4 points** Student demonstrates little to no understanding of the Competency standards and key points. Paragraphs are poorly written and lack supporting details.
Resource Collections I- VI for Competency Standards 1-6	**16 points** All of the Resource Collections have met the requirements of the CDA Council. The Resource Collections have been compiled and is organized according to the CDA Council's request.	**12 points** Most of the Resource Collections have met the requirements of the CDA Council. The Resource Collections have been compiled and is organized according to the CDA Council's request.	**8 points** Some of the Resource Collections have been met according to the requirements of the CDA Council. The Resource Collections have been partially compiled and is organized according to the CDA Council's request.	**4 points** Little to none of the Resource Collections have met the Requirements of the CDA Council. The Resource Collections have not been compiled and nor are they in order according to the CDA Council's request

Writing of Reflective Competency Goal Statements	8 points Competency Goal Statements are organized and/or contain less than three writing and/or spelling errors and are consistent in writing Student demonstrates solid sentence-level and paragraph-level writing skills.	6 points Competency Goal Statements are organized and contain some writing and/or spelling errors and are consistent in writing Student demonstrates adequate sentence-level skills and paragraph-level writing skills.	4 points Competency Goal Statements lack organization, correct grammar and/or show inconsistency in writing Student demonstrates sentence-level skills, though paragraph-level writing skills minimally meets standard.	2 points Competency Goal Statements lack organization and/or contain several writings and/or spelling errors Student's sentence-level and paragraph-level writing skills are below standard.
	Excellent	**Good**	**Fair**	**Poor**
Writing Skills	10 points Assignments are organized and contains fewer than three writing and/or spelling errors and is consistent with the required writing style. Student demonstrates solid sentence-level skills and paragraph-level writing skills	8 points Assignment is organized and contains some writing and/or spelling errors and is consistent with the required writing style. Student demonstrates adequate sentence-level skills and paragraph-level writing skills.	6 points Assignment lacks organization, correct grammar and/or shows inconsistency with the required writing style. Student demonstrates sentence-level skills, though paragraph-level writing skills	4 points Assignment lacks organization and contains significant writing and/or spelling errors and does not follow the required writing style. Student's sentence- level and paragraph- level writing skills are well below standard **Highest Total Points: 30**
Assignment Requirements	12 points Student meets all the small project requirements as described in the assignment instructions.	9 points Student meets most of the small requirements as described in the assignment instructions.	6 points Student minimally meets the small project requirements as described in the assignment instructions.	3 points Student addresses few or none of the small project as described in the assignment instructions. **Highest Total Points: 30**

Comprehension of Assignments	12 points	9 points	6 points	3 points
	Student has a full understanding of concepts and issues presented in the lessons and information learned. The student's work is reflective of the lesson in a creative, incisive, symbolic, and comprehensive presentation. Students effectively apply the general principles and ideas presented.	Student demonstrates a good understanding of the concepts presented in the lessons and information learned. The student's work is a general reflection of the lesson in a creative, incisive, symbolic, and comprehensive presentation but does not fully connecting these to other ideas. Examples generally makes clarity and Students make inferences about the concepts/issues and connects to them to other ideas. Examples support presentation detail, info, and lesson	Student demonstrates a fair understanding of the concepts and/or issues as presented in the lesson and information learned. Students somewhat applies the general reflection of the lesson in a creative, incisive, symbolic, and comprehensive presentation but does not fully connect these to other ideas. Examples lack detail or clarity. representation of lesson and information.	A student demonstrates little to no understanding of the concepts and/or issues as presented in the lesson and information learned. Students do not successfully apply the general reflection of the lesson in a creative, incisive, symbolic, and comprehensive presentation and does not make inferences about the concepts/issues or connect them to other ideas. No examples or supporting details are included.
				Highest Total Points: 30
Writing Skills	6 points	4 points	2 points	0 point
	Assignments are organized and contains fewer than three writing and/or spelling errors and is consistent with the required writing style. Student demonstrates solid sentence-level skills and paragraph-level writing skills.	Assignments are organized and contains some writing and/or spelling errors and is consistent with the required writing style. Student demonstrates adequate sentence-level skills and paragraph-level writing skills.	Assignment lacks organization, correct grammar and/or shows inconsistency with the required writing style. Student demonstrates sentence-level skills, though paragraph-level writing skills	Assignment lacks organization and contains significant writing and/or spelling errors and does not follow the required writing style. Student' sentence-level and paragraph-level writing skills are well below standard.
				Highest Total Points: 30

**All of the course materials, lessons, textbooks, assignment dates, activities, lessons, and other learning enrichments can be modified or eliminated at any time without student permission. Notifications may be given if modifications, elimination, or upgrades are applied to the course.

Awarded Hours & Graduation Requirements Policy

To receive the 45 clock hours from **Prosperity Childcare Training Network LLC CDA Program,** students must complete all lessons, meet all course requirements, and ensure that ==tuition is paid in full==. If tuition and fees are not paid in full by the end of the course, the certificate will not be issued until the student account is paid in full and a zero balance is confirmed.