



# CDA VIRTUAL CLASSROOM UNIT 6

Successful Solutions Professional Development LLC

[WWW.MYCDACLASS-UNIT6.COM](http://WWW.MYCDACLASS-UNIT6.COM)

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120 Hours of CDA training designed to meet the educational requirements to apply for the CDA Credential.



## CDA Course Requirements

- ✓ Curriculum and expectations for this course.

## CDA Process

- ✓ CDA Candidate Checklist
- ✓ CDA Credentialing Process Overview

## CDA Portfolio

- ✓ CDA Professional Portfolio Template
- ✓ CDA Professional Portfolio Examples

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## Unit 6: Maintaining a Commitment to Professionalism

### (15 clock hours)

This Unit is designed to expand the participants knowledge of researched-based early childhood practices and promote high-quality early childhood programs. Course content includes topics for personal and professional growth for the benefit of children and families.

### Topic 1: A Teacher's Guide to Pinterest (1 hour)

#### **Unit 6 Topic 1 Course Description:**

1 Clock Hour

Pinterest has quickly become one of the fastest growing social network sites and is a favorite resource among many teachers. This course provides educators with an introduction on how to operate the Pinterest website, organize their account, and use it as a tool to help create lesson plans. It also discusses ways to be time efficient and avoid common pitfalls when operating the site.

#### **CDA Settings:**

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes:

- ✓ After completing this course, students will be able to create a Pinterest account
- ✓ Students will describe 3 ways educators can use Pinterest in the classroom
- ✓ Students will list ways they can better organize and use their Pinterest account
- ✓ Students will describe the difference between process and product-oriented art



## Topic 1 Content

1. [Topic 1: A Teacher's Guide to Pinterest \\* Agenda](#)
2. All Things Teacher
3. [Organizing the Resources in Your Classroom \(1/3\)](#)
4. What is Pinterest?
5. Getting Started with Pinterest
6. Navigating Pinterest
7. Pinterest for Teachers
8. Using Pinterest for Your Classroom
9. [Using Pinterest as an Educator \(2/3\)](#)
10. Keeping Organized
11. Process vs. Product
12. [End of Topic 1 Assessment Quiz \(3/3\)](#)

## Topic 2: Student-Led Learning (2 hours)

### Unit 6 Topic 2 Course Description:

2 Clock Hours

With the ever-changing pedagogical methods in the American education system, it is often difficult to sort through current trends and standards. Coupling student-led learning with the current climate of education can create a perfect storm of efficient instruction, engaged and invested students, and deeper knowledge and understanding of key concepts. This course will provide a fresh take on student-led learning for early childhood through school-age programs as well as provide some real-world applications and ideas for using student-led learning in a beneficial way.

### CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

### Learning Outcomes:

- ✓ Discuss the concept of student-led learning as it pertains to their program
- ✓ Analyze hypothetical situations that pertain to student-led learning
- ✓ Explain the evolving role of the teacher in a student-led activity or classroom
- ✓ Identify developmentally appropriate CDA Competency Standards to coincide with lessons and activities
- ✓ Apply best practice standards for student-led learning

## Topic 2 Content

1. [Topic 2: Student-Led Learning \\* Agenda](#)
2. What is Student-Led Learning?
3. [The Flipped Classroom \(1/8\)](#)
4. Child-Centered Learning
5. Peer-Led Learning



6.  [Discussion: Johnny's Scenario \(2/8\)](#)
7. Student-Led Learning Strategies
8. Student-Led Preschool Programs
9. Student-Led School-Age Classroom
10. Student-Led Early Childhood Programs
11. Intentional Teaching
12.  [The Teacher's Role \(3/8\)](#)
13. Administrative Support
14. 21st Century Skills
15. Unlocking That Learning
16. Student-Led Dramatic Play Centers
17. Student-Led Learning Centers
18. Select CDA Setting

#### **Infant/Toddler**

19.  [Lesson Plan Example: Sponge Puzzles \(4/8\)](#)
20.  [Lesson Plan Example: Sensory Crawl \(5/8\)](#)
21.  [Lesson Plan Example: Ball Toss Challenge \(6/8\)](#)
22.  [Lesson Plan Example: Light Box \(7/8\)](#)

#### **Preschool**

19.  [Lesson Plan Example: Autumn Tree \(4/8\)](#)
20.  [Lesson Plan Example: Busy Box \(5/8\)](#)
21.  [Lesson Plan Example: Ball Toss Challenge \(6/8\)](#)
22.  [Lesson Plan Example: Light Box \(7/8\)](#)

#### **Family Home Provider**

19.  [Lesson Plan Example: Sponge Puzzles \(4/8\)](#)
20.  [Lesson Plan Example: Busy Box \(5/8\)](#)
21.  [Lesson Plan Example: Sensory Crawl \(6/8\)](#)
22.  [Lesson Plan Example: Parade Float Research Project \(7/8\)](#)
  
23.  [End of Topic 2 Assessment Quiz \(8/8\)](#)

### **Topic 3: Team Teaching Strategies (1 hour)**

#### **Unit 6 Topic 3 Course Description:**

1 Clock Hour

Co-teaching, or team teaching, has become typical for most infant, toddler and preschool classrooms in traditional early education centers. The goal of co-teaching is to meet the needs of all students and improve teaching instruction. This course examines common struggles for co-teachers and discusses how co-teachers can work together to create a



highly effective classroom. Ideas for establishing expectations, implementing useful co-teaching strategies, and developing positive relationships will be studied as well.

**CDA Settings:**

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

**Learning Outcomes:**

- ✓ Explain the importance of developing rapport with fellow co-teachers
- ✓ Describe how co-teaching benefits students
- ✓ Discuss potential co-teaching pitfalls and how to resolve them
- ✓ Describe the steps needed to successfully co-teach

**Topic 3 Content**

1. [Topic 3: Team Teaching Strategies \\* Agenda](#)
2. What is Co-Teaching?
3. Co-Teaching is a Marriage
4. [☐ Experience with Co-Teaching \(1/3\)](#)
5. The Benefits of Co-Teaching: Teachers
6. The Benefits of Co-Teaching: Students
7. How to Co-Teach 101
8. Effective Co-Teaching Strategies
9. Potential Challenges
10. [☐ Collaborate with Co-Teachers \(2/3\)](#)
11. [☐ End of Topic 3 Assessment Quiz \(3/3\)](#)

**Topic 4: Everyday Etiquette for Educators (1 hour)**

**Unit 6 Topic 4 Course Description:**

1 Clock Hours

Professionalism is an essential component of working with children. The teaching profession requires educators to show competence in all aspects of their work, including how they conduct themselves on a daily basis. This course discusses the basics for professional behavior, maintaining appropriate relationships with parents, coworkers, and students, as well as how to mindfully navigate social media.

**CDA Settings:**

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

**Learning Outcomes:**

- ✓ Explain why preparedness is a vital component of successful teaching
- ✓ Identify components of a professionally written email
- ✓ List 2 ways to protect yourself as an educator on social media
- ✓ Describe what can be done to maintain a positive attitude in the classroom



## Topic 4 Content

1. [Unit 6 Topic 4 Agenda](#)
2. Qualities of a Child Care Professional
3. General Etiquette for Professionals
4. Timeliness
5. Interacting with Coworkers and Staff
6. Relationships with Parents and Guardians
7. Email Communication
8. [☐Email Reflection \(1/2\)](#)
9. Social Media
10. All About Attitude
11. [☐End of Topic 4 Assessment Quiz \(2/2\)](#)

## Topic 5: Preventing Teacher Burnout (1 hour)

### Unit 6 Topic 5 Course Description:

1 Clock Hour

Whether you're an infant, toddler, preschool, or school-age teacher, the concept of teacher burnout should be something that you are aware of and familiar with. Teachers, having a very stressful job, are at higher risk of professional burnout from prolonged stress and increasing pressure. This course will deliver valuable information about the causes, signs, and potential avoidance techniques to aid teachers and administration in issues related to teacher burnout. This important information will be coupled with discussions, scenarios to be analyzed and questions to check for understanding.

### CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

### Learning Outcomes:

- ✓ Discuss the causes of burnout
- ✓ Explain the difference between stress and burnout
- ✓ Identify the signs of burnout
- ✓ State some preventative measures for avoiding burnout for teachers and directors

### Topic 5 Content

1. [Topic 5: Preventing Teacher Burnout \\* Agenda](#)
2. What is Burnout?
3. Stress in Child Care Video
4. Causes of Teacher Burnout
5. [☐Teacher Burnout \(1/2\)](#)
6. Recognizing Signs of Burnout in Your Staff
7. Outward Signs of Teacher Burnout



8. How Teachers Can Help Curb Burnout
9. How Directors Can Help Curb Teacher Burnout
10. Stress Relief
11. [□End of Topic 5 Assessment Quiz \(2/2\)](#)

## Topic 6: A Director's Guide to Evaluations (1 hour)

### Unit 6 Topic 6 Course Description:

1 Clock Hour

Evaluations are a necessary component of child care and education. Whether you are observing and evaluating an employee's performance as part of a regular evaluation system or for potential advancement or credentialing there are some important things to know to make the process run as smoothly as possible. This course will give directors and administrators a basic background in evaluations and provide reasonable suggestions to make the process easier and more effective for all parties involved.

### CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

### Learning Outcomes:

- ✓ Analyze current evaluation systems for efficacy and quality
- ✓ Explain the process in choosing an evaluation system
- ✓ Identify answers to frequently asked questions about evaluation models
- ✓ Explain data collection during evaluations and how to use it
- ✓ Reflect on quality feedback methods

### Topic 6 Content

1. [Topic 6: A Director's Guide to Evaluations \\* Agenda](#)
2. Choosing an Evaluation System
3. [□Evaluate your Current System \(1/3\)](#)
4. Inquiry Meetings
5. Observations
6. Example Observation Notes
7. Post Evaluation Meeting
8. Moving Forward
9. Evaluation FAQs
10. [□Evaluation Video \(2/3\)](#)
11. [□End of Topic 6 Assessment Quiz \(3/3\)](#)

## Topic 7: Dream Team: Successful Team building (2 hours)

### Unit 6 Topic 7 Course Description:

2 Clock Hours



Directors and administrators can benefit from building a solid team of professionals to fill the positions in their centers. Lead teachers and support staff are not the only members of the team that should mesh well together. The children and families that a center serves will trust and appreciate a team of caregivers that is cohesive and effective. This course will give directors and administrators practical information, tools, and resources to assist in building a terrific team for their center.

**CDA Settings:**

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

**Learning Outcomes:**

- ✓ After reading required course materials participants will identify strengths and weaknesses within a team through peer discussion.
- ✓ After reading required course materials participants will describe the basics in creating a strong team through a digital worksheet to check for understanding.
- ✓ After completing required reading and videos about building a strong team participant will analyze hypothetical situations for effective team building principles through self-reflection and assessment.
- ✓ As a result of analyzing a mock mission statement participant will explain a mission statement and how to create one through a digital worksheet.

**Topic 7 Content**

1. [Topic 7: Dream Team: Successful Team Building \\* Agenda](#)
2. A Roadmap to Success
3. Build a Tower Build a Team
4. Why do I Need a Strong Team?
5. [□ Habits of Strong Teams \(1/3\)](#)
6. Team-Building Elements
7. Mission or Vision Statement
8. New Staff
9. Respectful Communication
10. Acknowledge the Elephant in the Room
11. [□ Building a Foundation of Teamwork \(2/3\)](#)
12. More than Professional Development
13. [□ End of Topic 7 Assessment Quiz \(3/3\)](#)

**Topic 8: Mindful Leadership (3 hours)**

**Unit 6 Topic 8 Course Description:**

3 Clock Hours

Child care professionals enter the field because of a passion and desire to help children grow and develop in a safe and nurturing environment. Directors, assistant directors and lead teachers also share in this passion and are responsible for supporting and





encouraging their colleagues. This course is designed to provide real-world suggestions and information to leadership staff in supporting staff members to boost morale, encourage program efficiency, build community within the program, and ultimately create a positive work environment that carries over to the individual classrooms. Also included in this training is a detailed explanation of common professional development opportunities.

**CDA Settings:**

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

**Learning Outcomes:**

- ✓ Discuss and reflect upon past experiences in child care with the intent to form positive outcomes in the future
- ✓ Explain the importance of a positive work environment for staff members and children alike
- ✓ Identify potential stressors in child care
- ✓ State some real-world options for building community within the program.
- ✓ Identify areas of improvement as well as areas of strength during an end of course leadership self-assessment

**Topic 8 Content**

1. [Topic 8: Mindful Leadership \\* Agenda](#)
2. Leading the Way
3. [☐Leadership Characteristics \(1/7\)](#)
4. Characteristics of Effective Leaders
5. [☐Self-Assessment \(2/7\)](#)
6. Creating a Positive Work Environment
7. Causes of Stress in Child Care: Change
8. [☐Change \(3/7\)](#)
9. Causes of Stress in Child Care: Lack of Support
10. [☐Lack of Support \(4/7\)](#)
11. Causes of Stress in Child Care: Long Hours
12. [☐Long Hours \(5/7\)](#)
13. [☐Identifying Stressors \(6/7\)](#)
14. Professional Development
15. Professional Development Details
16. Child Development Associate Credential (CDA)
17. Team Building for ECE Educators
18. Community Building that Isn't Cheesy
19. [☐End of Topic 8 Assessment Quiz \(7/7\)](#)



## Topic 9: Adult Learning (3 hours)

### Unit 6 Topic 9 Course Description:

3 Clock Hours

*No matter your role in your early childhood program, you will likely have multiple opportunities where being knowledgeable about adult learning is important. Even if you are not currently working in training or mentoring other staff members this is beneficial information that you can use. Utilize the materials presented in this topic to cultivate your experience as a mentor and trainer, and to foster relationships with families and community members that you work with.*

Let's move past adult learning principles and framework and see if we can spark that "a-ha" moment in adult learners. Trainers, administrators, directors, and leaders in early childhood fields will often experience the need for teaching adults. Whether it is a formal professional development session or an impromptu staff meeting, adult learning encompasses many variables that must be addressed. This course will explain what adult learners bring with them to a training session as well as how trainers can meet adult training needs in an engaging and effective way. Whether training is done online or in-person this course will be beneficial to meet the listed objectives.

### CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

### Learning Outcomes:

- ✓ Discuss challenges in teaching adult learners
- ✓ Analyze your role as a trainer via peer discussion after viewing an informative video about teaching adult learners
- ✓ Examine how schema effects adult learning
- ✓ Evaluate how to engage different types of adult learners
- ✓ Plan an appropriate response to hypothetical situations that a trainer may encounter
- ✓ Summarize the pros and cons of teaching adult learners

### Topic 9 Content

1. [Topic 9: Exploring Adult Learning \\* Agenda](#)
2. [□ Why Teach Adults \(1/8\)](#)
3. [□ Biggest Challenges in Teaching Adult Learners \(2/8\)](#)
4. The Pros of Teaching Adults
5. The Cons of Teaching Adults
6. Why do I have to be here?
7. Preconceived What?
8. [□ Reflection: Your Role as a Trainer \(3/8\)](#)
9. Schema
10. Emotions and Schema



11. [□Understanding Schema \(4/8\)](#)
12. Diversity, Diversity, Diversity
13. Golden Rules
14. [□Engaging Adult Learners \(5/8\)](#)
15. Creating a Safe Place
16. Suggestions for Creating a Safe Place
17. Avoiding Stereotypes
18. Adult Learner Hypothetical Situation
19. [□Hypothetical Situation #2: Your Turn \(6/8\)](#)
20. [□Hypothetical Situation #3: Your Turn \(7/8\)](#)
21. [□End of Topic 9 Assessment Quiz \(8/8\)](#)

## Topic 10: Managing Your Time (1 hour)

### Unit 6 Topic 10 Course Description:

1 Clock Hour

Time is a hot commodity for professionals in child care and education fields. Between working, observing, assessing, and surviving there are many things to juggle each and every day. Time can be one's friend or one's enemy and learning tips and tricks to help manage time wisely can never hurt. This course will discuss the most prevalent "time thieves" and how to combat them with tools, planning, and new systems.

### CDA Settings:

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

### Learning Outcomes:

- ✓ Identify common "time thieves" and discuss how best to avoid them
- ✓ Explain methods of managing your time and resources
- ✓ Reflect on how to use the concepts in this training to better manage time.

### Topic 10 Content

1. [Topic 10: Managing Your Time \\* Agenda](#)
2. Time Thieves
3. [□Biggest Time Thieves that You Encounter \(1/6\)](#)
4. The Paperwork Problem
5. Division - Not Just for Math
6. How to be Productive
7. If I Could Turn Back Time
8. Keep Calm and Remain Prepared
9. A Series of Unfortunate Events
10. [□Overcoming Obstacles \(2/6\)](#)
11. Communicate to Save Time
12. [□End of Topic 10 Assessment Quiz \(3/6\)](#)



13. [□RC VI-1 Child Care Regulations \(4/6\)](#)
14. [□RC VI-2 Early Childhood Associations \(5/6\)](#)

### [□Competency Statement #6 \(6/6\)](#)

Unit 6 Evaluation Form

Unit 6 Review



## Glossary of Terms

### ADHD

Attention deficit hyperactivity disorder (ADHD) is a brain-based syndrome that has to do with the regulation of a particular set of brain functions and related behaviors. These brain operations are referred to as “executive functioning skills” and include important functions such as attention, concentration, memory, motivation and effort, learning from mistakes, impulsivity, hyperactivity, organization, and social skills.

### Analogy

A comparison between two things, typically for the purpose of explanation or clarification.

### Atypical development

Atypical development is when development doesn't follow the normal course.

### Cognitive Development

Skills learned that are related to thinking and reasoning. This development takes place from childhood through adulthood.

### Culture

The unique collection of beliefs, practices, traditions, valued competencies, world views, and histories that characterize a group of people.

### Development

Development refers to the gradual and predictable process of increasingly complex changes that occur over the course of a lifetime. Early childhood development follows the first, and most important, phase of human development: from birth to age eight.



## Developmental Continuum

A continuum is a continuous sequence or progression. Development moves from the general to the specific, from large to small, simple to complex, and concrete to symbolic. A developmental continuum outlines the predictable order or expected progression of skills.

## Developmental Milestones

Term describing memorable accomplishments in child's growth. Examples include: rolling over, crawling, walking and talking.

## Developmental Stages

An expected, sequential order of obtaining skills that children typically go through. Examples include: crawling before walking and using fingers to feed themselves before using utensils.

## Developmentally Appropriate Practices

Developmentally Appropriate Practice (DAP) means you use knowledge about child development to create a program that is suitable for the age and stage of development of your group of children. At the same time, your program considers the needs of the individual child.

## Diversity

Refers to differences and/or heterogeneity of human qualities that are present in individuals, groups, society, and institutions. Examples include: age, ethnicity, educational background, learning styles and abilities.

## Executive Function

Executive functions are a set of cognitive processes that are necessary for the cognitive control of behavior. It is an umbrella term for the neurologically-based skills involving mental control and self-regulation. These skills are controlled by an area of the brain called the frontal lobe.

## Fine Motor Skills

Fine motor skill is the coordination of small muscles, in movements—usually involving the synchronization of hands and fingers—with the eyes. The complex levels of manual dexterity that humans exhibit can be attributed to and demonstrated in tasks controlled by the nervous system.



## Gross Motor Skills

Gross motor skills are involved in movement and coordination of the arms, legs, and other large body parts and movements. Crawling, running, and jumping are gross motor skills.

## Growth

Growth differs from development in that it usually means an increase in size or physical maturation--not an increase in the complexity of changes.

## Inclusion

The practice allowing children with special needs to spend most or all of their time with typically developing children. Inclusion is about the child's right to participate and the program or school's duty to accept the child. Inclusion rejects the use of special programs or classrooms to separate children with disabilities from children without disabilities with the belief that:

- All children can learn and benefit from education.
- Schools and programs should adapt to the needs of children, rather than children adapting to the needs of the program or school.
- Individual differences between children are a source of richness and diversity.

## Infant

Infant means a child birth through 12 months of age.

## Language

A system for communicating ideas and feeling using sounds, gestures, signs or marks.

## Learning Styles

The way an individual adapts to his/her learning environment.

## Literacy

An individual's ability to read, write, communicate and comprehend.

## Mandated Reporter

Mandated reporters are individuals who, in the ordinary course of their work and because they have regular contact with children, are required to report (or cause a report to be made) whenever physical, sexual, or other types of abuse has been observed or is suspected, or when there is evidence of neglect, knowledge of an incident, or an imminent risk of serious harm.



## Motor Skills

A person's ability to use large and small muscle groups. Gross motor skills refer to the use of large muscles in activities such as running or jumping. Fine motor skills refer to small muscle coordination required for things like writing or buttoning a shirt.

## National Association for the Education of Young Children (NAEYC)

The National Association for the Education of Young Children (NAEYC) is a large nonprofit association in the United States representing early childhood education teachers, para-educators, center directors, trainers, college educators, families of young children, policy makers, and advocates.

## Prenatal

Occurring or existing before birth.

## Prenatal development

The process of growth and development within the womb, in which a single-cell zygote (the cell formed by the combination of a sperm and an egg) becomes an embryo, a fetus, and then a baby.

## Preschool-age

Preschool age child means a child 3 through five years of age.

## Red Flags

Red flags are warning signs that development may be delayed or atypical. These red flags are noticed when children don't meet milestones as expected.

## Self-Regulated Behaviors

The ability to control one's emotions and behaviors.

## Sensorimotor Stage

The sensorimotor stage is the first of the four stages Piaget uses to define cognitive development. The infant explores through direct sensory and motor contact, putting objects into their mouth. Separation anxiety and object permanence develop during this stage.

## Serve and Return

Serve and return is also referred to as call and response or reciprocity. Serve and return interactions shape brain architecture. When an infant or young child cry, and an adult responds appropriately, neural connections are built and strengthened in the child's brain that support the development of communication and social skills.



## Special Needs

This refers to the needs of children with social, emotional, communication, intellectual, or physical delays or disabilities. The term special is borrowed from the field of special education. This terminology should not be confused with cultural needs.

## The Concept of Continuum

The continuum concept is the idea that in order to achieve optimal physical, mental and emotional development, human beings — especially babies — require the kind of experience to which our species adapted during the long process of our evolution.

## Toddler

Toddler means a child twelve months through thirty-six months of age.

