

**Core Content Subject Areas**

- 1) Child growth and development
- 2) Health, safety, and nutrition
- 3) Professional development/ professionalism
- 4) Learning environment and curriculum
- 5) Child assessment
- 6) Family community partnerships
- 7) Program management and evaluation

**CDA Subject Areas**

- 1) **Planning a safe and healthy learning environment** - *Safety, first aid, health, nutrition, space planning, materials/equipment, play*
- 2) **Advancing children's physical and intellectual development** - *Large and small muscle, language and literacy, discovery, art, music, mathematics, social studies, science, technology, and dual language learning*
- 3) **Supporting children's social and emotional development** - *Adult modeling, self-esteem, self-regulation, socialization, cultural identity, conflict resolution*
- 4) **Building productive relationships with families** - *Parent involvement, home visits, conferences, referrals, communication strategies*
- 5) **Managing an effective program operation** - *Planning, record keeping, reporting, community services*
- 6) **Maintaining a commitment to professionalism** - *Advocacy, ethical practices, work force issues, professional development, goal setting, networking*
- 7) **Observing and recording children's behavior** - *Tools and strategies for objective observation and assessment of children's behavior and learning to plan curriculum and individualize teaching, developmental delays, intervention strategies, individual education plans*
- 8) **Understanding principles of child development and learning** - *Typical developmental expectations for children from birth through age 5, individual variation including children with special needs, cultural differences on development*

**Target Audience**

- |                             |                                            |
|-----------------------------|--------------------------------------------|
| 1) All Staff                | 11) Registered Provider                    |
| 2) New Staff                | 12) Potential Provider                     |
| 3) Directors/Administrators | 13) Providers for Children w/Special Needs |
| 4) Potential Trainer        | 14) Subsidized Providers                   |
| 5) Head Start               | 15) CECC                                   |
| 6) Healthy Start            | 16) Parent                                 |
| 7) Family Child Care        | 17) After School Program Staff             |
| 8) Infant/Toddler Staff     | 18) Other                                  |
| 9) School-Age Staff         |                                            |
| 10) Preschool Staff         |                                            |

**Training Levels**

- 1) Participants have limited knowledge and experience in early childhood education. Training focuses on basic concepts, philosophy and vocabulary in early childhood core content areas and related needs of the learner. Participants will be able to tie these to concrete examples and do introductory work in basic skills. Evaluation will show increased knowledge.
- 2) Participants have a Child Development Associate Credential plus two or three years of experience. They have basic knowledge and experience in early childhood education. Training focuses on core content areas and early childhood standards, including essential concepts, theory, philosophy and an extended vocabulary. Participants will be able to show that they understand how to apply concepts and skills, giving examples and details. They will also demonstrate the basic use of critical skills. Evaluation will show some measurable skills and increased knowledge.
- 3) Participants have at least an associate degree in early childhood plus three years of experience, and already have competence in curriculum planning. Training focuses on early childhood core content areas and early childhood standards, deepening to include related concepts, theories, philosophies, and vocabulary. Training begins to address teacher performance standards. Participants will be able to show general knowledge and critical skills as well as to demonstrate interpersonal communication skills. Evaluation will show several measurable skills and increased knowledge.
- 4) Participants have at least a four-year degree in early childhood education or a related field plus two years of experience. They already have competence in the area and are working toward expansion and refinement of their knowledge and critical skills. Training focuses on early childhood core content areas or related areas, identified needs and early childhood and teacher performance standards. Training continues to expand knowledge and vocabulary and includes basic research. Participants will be able to show broad knowledge of content areas; effective application of vocabulary, concepts and skills; effective interpersonal communication skills with supporting examples and sufficient detail; and broad use of skills in content areas. Evaluation will show many skills or new knowledge and may include ongoing self-study.
- 5) Participants have a four-year degree in early childhood education and advanced study plus four years' experience including the supervision or teaching of others. Participants have competence in content areas and are working toward extensive refinements and critical thinking skills. Training includes more advanced research. Participants will be able to show effective, insightful use of supporting examples and/or relevant details with extensive use of critical skills. They will also be able to evaluate and synthesize information and make general applications. Evaluation will show multiple skills or new knowledge and may include ongoing self-study.

**Training Modes**

*When a delivery method other than face-to-face is used, please indicate 2 training modes.*

*Examples include; Mini-lecture, Demonstration, Classroom Observation, Written Assignment, Case study or scenarios, Small group discussion and report, Partial handouts (to be completed), Research topic and report, Discussion board, Debates, Games, Brainstorming, Panel discussions, Video clips with questions, Reading with Questions, Poster activity, Structured learning, and Role play.*