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A. Summary of My CDA Education
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PRESCHOOL CDA EXPERIENCE HOURS

Start Date	End Date	Total # of Hours	Location of Experience
1/3/2017	1/31/2017	100	ABC Pre-School
12/11/2016	1/26/2016	79	ABC Pre-School
12/1/2016	12/15/2016	51	ABC Pre-School
11/2/2016	11/30/2016	75	ABC Pre-School
11/1/2016	11/30/2016	95	ABC Pre-School
10/3/2016	10/3/2016	105	ABC Pre-School
10/1/2016	10/30/2016	85	ABC Pre-School
6/13/2016	9/30/2016	101	ABC Pre-School
4/1/2016	4/29/2016	60	ABC Pre-School
9/8/2015	9/30/2015	62	ABC Pre-School
6/22/2015	7/23/2016	95	ABC Pre-School

Total Hours: 908

CDA EDUCATION HOURS

CDA Subject Area	COURSE and HOURS RECEIVED	VERIFY Total hours
1. Planning a safe, healthy learning environment	Successful Solutions Training	14
2. Advancing children's physical and intellectual development	Successful Solutions Training	18
3. Supporting Children's Social & Emotional development	Successful Solutions Training	13
4. Building productive relationships with Families	Successful Solutions Training	15
5. Managing an effective program	Successful Solutions Training	14
6. Maintaining a Commitment to Professionalism	Successful Solutions Training	15
7. Observing and recording children's behavior	Successful Solutions Training	21
8. Understanding principles of child development	Successful Solutions Training	10

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B.Family Questionnaires

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CSI: Statement of Competence I: To establish and maintain a safe, healthy learning environment

CDA Competency Standard I	Functional Areas	Definitions
I. To Establish and maintain a safe, healthy learning environment	1. Safe 2. Healthy 3. Learning Environment	1. Candidate provides a safe environment and teaches children safe practices to prevent and reduce injuries. 2. Candidate provides an environment that promotes health and prevents illness, and teaches children about good nutrition and practices that promote wellness. 3. Candidate organizes and uses relationships, the physical space, materials, daily schedule, and routines to create a secure, interesting, and enjoyable environment that promotes engagement, play, exploration, and learning of all children including children with disabilities and special needs.
<p>I believe a child cannot be expected to learn and properly develop if they are not in an environment that does not put their safety and health first. The key to building a successful foundation for the children in my program is to put the safety and health of our children as the foremost priority. As a teacher, it is imperative to understand the different developmental stages of children, as well as accommodating for any special needs of the children. I regular basis inspect our toys and classroom materials to insure they are not broken or present a safety hazard. At the end of every day I wipe down all surfaces and toys with a disinfect spray to prevent the spread of germs. I also vacuum and sweep the room. In my class room, each child as their own cubby and hook to prevent the spread of germs and lice. At the beginning of every year I teach a lesson about germs, to show the kids just how many germs there are. I use a black light and a special "germ" lotion. At first when the kids put the lotion on, I ask if they see any germs – they all say no. Then I walk around with the black light the germs appear and glow. We review how to get those germs off with proper hand washing throughout the year. Our bathrooms are cleaned by janitorial staff every night, as well as by teachers if there is an accident. All staff are trained in CPR/First Aid and renew every 2 years. On the playground, there are always at least 2 teachers out with each class. We have separate play times for younger and older children. On a regular basis, I inspect the play equipment to insure there are no broken, sharp or unsafe items. Our facility and myself put the children security as a number one priority. Our doors remain locked at all times, except pick up and drop off times. During pick up and drop off we have a staff member by the door to greet parents as they come in. In addition, I check IDs of all pick-ups before releasing children. I have close relationship to our local fire and police departments and routinely consult them for drills, as well as inspecting our facility for hazards.</p>		

CS I a Sample Menu (from RC I-2)

My menu has a wide variety of food and nutrition. I think it is very important to encourage children to try different foods at a young age, as this will encourage healthy eating habits later on in life. I also provide alternatives for any child with allergies, of course while in communication with the child's parents.

My source for reference: <http://www.cdapreschools.org/SampleMenu.pdf>

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CS I b Room Environment

The design of the classroom is put the children in comfortable learning environment. When I designed the classroom, I wanted it to reflect a setting similar to a home. I looked towards Emilio Reggio ideas while designing. The colors of the room are very calming and neutral. In a previous classroom, I worked with a teacher that had everything in primary colors, I realized throughout the year how over stimulated the children were by the bright and loudness of the room. I have tried this year to balance the room to create a warm and inviting place to learn. Of course, every room is always a work in progress throughout the year and budget limitations. I still would like to expand my sensory table and easel area to a larger space with an easy to clean mat underneath. I have a wonderful reading area with a large selection of books open to the children in a quiet and comfy area. I always have several table centers open throughout the day including science, math, and art. In my classroom, I believe children will learn best when given the freedom to choose their interests, I try my best to give the children ample opportunity to do this.

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CS I

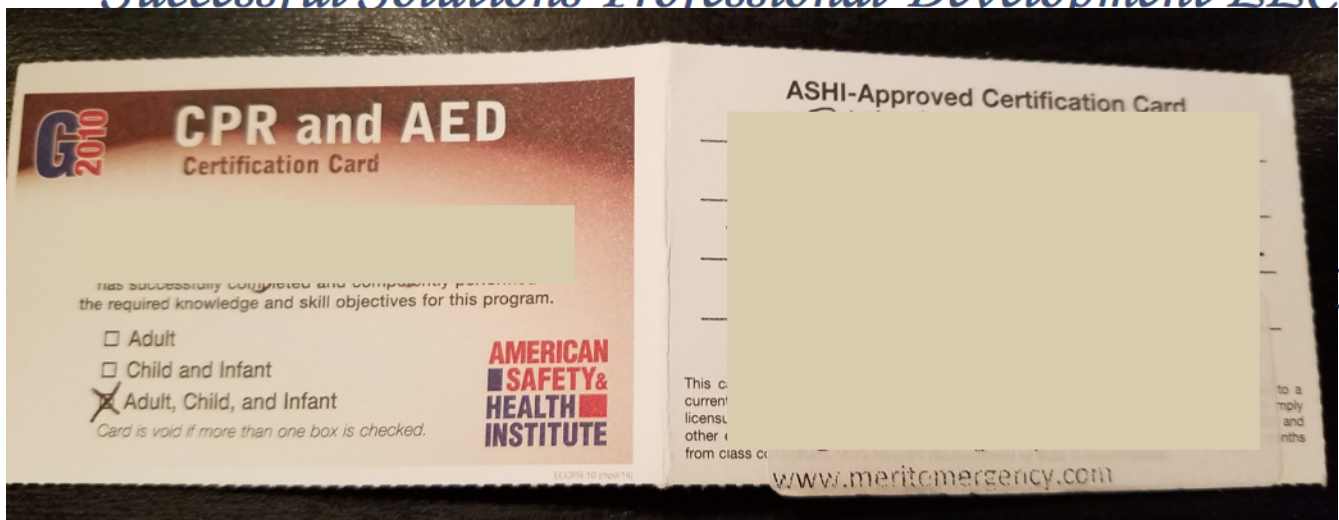
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CS I c Weekly Plan (from RC I-3)

My lesson plans reflect a large variety of activities to encourage children's interests. I really enjoy designing my lessons to cater to the interests of my students. I plan activities for various learning styles. Such as kinesthetic learners after reading a book we may put on a small play from the book or I have my children practice our letters by demonstrating and forming them with their bodies. For auditory learners, we may have a guest speaker come in to speak about our lesson or we could put on a puppet show to act out a situation. An activity for visual learners is to help them make their own flashcards to practice with or watch a short video to reinforce the lesson. I strive to encourage and build my students strengths by offering various ways to reinforce the lessons such as tailoring to different learning styles, individual interests, and providing a variety of opportunities to explore.

RC I-1. CPR and First Aid Training



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RC I-2 Weekly menu

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Cherrios Peaches Milk	Oatmeal Raisins Milk	English Muffins with Peanut/Almond Butter Oranges Milk	Cream of Wheat Apples Milk	Whole Wheat Toast with Peanut/Almond Butter Bananas Milk
Lunch	Burritos (Pinto Beans and Cheese on Whole Wheat Tortilla) Lettuce, Bell Peppers, and Tomatoes Water	Lentil Soup Sourdough Bread Oranges Water	Teriyaki Chicken Broccoli Carrots, and Squash Brown Rice Water	Baked Fish Corn and Cole Slaw Whole Wheat Roll Water	Turkey Sandwiches Whole Wheat Bread Lettuce and Tomatoes Peaches Water
Snack	Yogurt Dip Cucumber Carrots Celery Water	Quesadilla (Cheese and Whole Wheat Tortilla) Pineapple Water	String Cheese Almond Crackers Apples Water	Ants on a Log Peanut/ Almond Butter Raisins Water	Yogurt Apples Bananas Water

CS I a Sample Menu (from RC I-2)

My menu has a wide variety of food and nutrition. I think it is very important to encourage children to try different foods at a young age, as this will encourage healthy eating habits later on in life. I also provide alternatives for any child will allergies, of course while in communication with the child's parents.

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RC I-3 Weekly Lesson Plans

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Weekly Theme			Age Group		
Dinosaurs			4-5 yrs.		
Vocabulary Words					
I and See					
Objective Goals:					
To grow and develop the children’s understanding of dinosaurs.					
Group Time (songs, stories, games, etc.)	Monday	Tuesday	Wednesday	Thursday	Friday
	Read “Rex Wrecks It” Book Discuss feelings about when someone destroys something you worked hard on.	Dino Hunt Song Watch a short video on dinosaurs and their fossils.	Read “If the Dinosaurs Came Back” Book	Frozen Dinosaur Eggs Discuss what happened to the dinosaurs.	Read “How Big Were the Dinosaurs” Book Play Simon Says Dino Version
Gross Motor / Outdoor Activities	Dinosaur Alphabet Hunt	Stegosaurus Fossil Build	Fossil Hunt Outside	Dinosaur Yoga	T-Rex Fossil Build
Small group activities/centers	Language & Literacy Guess the Letter in the Bag	Music Dino Dancing	Art Create our own city if the Dinosaurs came back	Science Baking Soda and Vinegar Volcanos	Math Number Stomp

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Special Needs:

During the Dinosaur Alphabet Hunt, a teacher would work with the child who is intellectually impairment to complete the hunt. For a child who was impaired or limited mobility instead of doing the outside fossil hunt we would hunt for fossils in the playdough.

CSII: Statement of Competence II: To advance physical and intellectual competence

CSII: Statement of Competence II: To advance physical and intellectual competence

CDA Competency Standard II	Functional Areas	Definitions
II. To advance physical and intellectual competence	4. Physical 5. Cognitive 6. Communication 7. Creative	<p>4. Candidate uses a variety of developmentally appropriate equipment, learning experiences, and teaching strategies to promote the physical development (fine and gross motor) of all children.</p> <p>5. Candidate uses a variety of developmentally appropriate learning experiences and teaching strategies to promote curiosity, reasoning, and problem solving, and to lay the foundation for all later learning. Candidate implements curriculum that promotes children's learning of important mathematics, science, technology, social studies, and other content goals.</p> <p>6. Candidate uses a variety of developmentally appropriate learning experiences and teaching strategies to promote children's language and early literacy learning and help them communicate their thoughts and feelings verbally and nonverbally. Candidate helps dual-language learners make progress in understanding and speaking both English and their home language.</p> <p>7. Candidate uses a variety of developmentally appropriate learning experiences and teaching strategies for children to explore music, movement, and the visual arts, and to develop and express their creative abilities.</p>

When I first entered this field, my lead teacher told me, "a child's job is to play". I still hold this true. A child is meant to explore and interact with the world through play. This absolutely essential in my classroom. I provide many opportunities for children to learn through hand-on activities. For example, investigating and problem solving in our science center will grow future critical thinking skills. At the art center, I provide a variety of materials and tools to allow the exploration of their creative thinking. I have a wall dedicated to the children's' art, they get to choose if they want to hang up their piece or instead of displaying it they can take it home. Gross and fine motor skills are crucial for a child to grow cognitive and physical development. Running, playing with balls, walking on balancing beams, and riding bikes are essential to a child's job. Fine motor skills grow from such activities as cutting, gluing, sewing, and coloring or peeling stickers. Teaching a child how to navigate and understand their emotions is one the most important communication tools we can give them. I use puppets as a non-direct way to explore difficult emotions. I also use books to explore difficult situations and have open discussions to find solutions.

CS II

CS II a Learning Experiences (from RC II)

Development of muscles increase rapidly during the first five years of life. If children do not develop their gross motors skill early, they will fall behind from their peers. Struggling with basis tasks such as, walking, balancing, and coordination. My obstacle course is great to get children to strengthen those large muscle skills and build teamwork through play. I use balls and hoops to grow their coordination and spatial awareness. I include balance beams to improve children's balance. I encourage kids to run through the course to improve their motor coordination. Continued exercise and gross motor play will greatly benefit children by developing and growing their much-needed muscles.

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CS II b Learning Experiences (from RC II)

Providing a large and wide variety of learning experiences to their understanding of the world. Through field trips, guest speakers, and games. Problem solving with their classmates is a wonderful way for them to understand and relate to others. In our dramatic play, they learn and model real world situations. Categorizing, defining and building a concept are all building the foundations for early math. I use hands on materials like, pumpkin seeds to learn counting. Understanding how to hold their pencil correctly is important for their future school years. As well as starting to work on writing letters and numbers are building their cognitive development.

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CS II c Learning Experiences (from RC II)

During our activity of self-portraits, I encourage the children to really study their face in a mirror. Then we as a class discuss their differences and similarities. I have the children go to our art table where I a wide variety of markers, crayons, and yarn. I ask the children to take them time while drawing themselves and include details (nose, color of eyes, etc...). This project is wonderful to encourage a child's self-awareness and build their identity foundation. It builds a child's vision of their own self-image, while allowing them to draw how they see themselves. An early start of growing and encouraging a child's creative development will last a life time.

CS II d Communication and Language Development

I have a large variety of books available in my class room representing different cultures and languages. This allows children to books with stories and characters similar to themselves. Every year I have a child who speaks a different I make a real effort to learn several and phases in their language to make communication easier. I can only imagine how frightening it would be for the child to be in a class room where no one can understand them. I try to provide some reassures for the child by learning some of their language. I'm very fortunate to work at school where many languages are spoken. Not only is this a benefit to me to constantly be learning new cultures. It is a huge benefit to the children by exposing them to different cultures and languages. I routinely teach the children Spanish during our circle time. They are amazingly quick learning languages because of this early exposure. Language development is critical to encourage during their beginning years, as it make easier for them to learn later on.

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RC II. Nine Learning Experiences

RC II-1 Science/Sensory	RC II-2 Language and Literacy	RC II-3 Creative Arts
RC II-4 Fine Motor (Indoor Activity)	RC II-5 Gross Motor (Outdoor Activity) Music and Movement	RC II-6 Self Concept
RC II-7 Emotional Skills/Regulation	RC II-8 Social Skills	RC II-9 Mathematics

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II.1 Science and Sensory

Age group:

4-5 years

Activity:

Lava Lamp Density

Objective:

To demonstrate and learn about different densities in liquids.

Materials needed:

- 1 Large Empty Soda Bottle
- Vegetable Oil
- Water
- 2 Alka-Seltzer Tablets
- Food Coloring

Process and teaching strategies:

1. Have 1 child fill bottle $\frac{1}{4}$ with water.
2. Add a couple drops of food coloring.
3. Have another child help you slowly pour in vegetable oil into bottle.
4. Let mixture settle and pass it around the class for closer look, have them shake the bottle.
5. Ask them their hypothesis if we add 2 Alka-Seltzer tablets. Add them.
6. Have class record/draw their observations in their science journals.

How is this activity Developmentally Appropriate for this age group?

This science experiment demonstrated how (insoluble) liquids react to each other, they will not mix. Both liquids have different densities and no matter how hard you shake or mix they will remain separate. Children will enjoy this hands-on experiment.

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II.2 Language and Literacy

Age group:

3-5 years

Activity:

5 Little Pumpkins

Objective:

To develop child's language skills through interactive play.

Materials needed:

-5 Little Pumpkins Book

-Character Pictures glued on popsicle sticks

Process and teaching strategies:

1. Read 5 Little Pumpkins Book.
2. Then ask for volunteers to play the characters in the book.
3. Hand out popsicle stick characters.
4. Read book again, point out what each character says.
5. Read the book again and ask each child to say their characters' lines (with teacher support)
6. Repeat if needed or children want to repeat again

How is this activity Developmentally Appropriate for this age group?

This activity is great for growing literacy for 3 to 5 years. Reading the book in an interactive way allows for children to see the connect between words on a page to them in a playful manner.

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II.3 Creative Arts

Age group:

3 to 5 years

Activity:

Shaving Cream Art

Objective:

Allow children to experience a new texture with no direct instructions.

Materials needed:

- Several Cans of Shaving Cream
- Toy Cars
- Paint Brushes/Tools
- Aprons

Process and teaching strategies:

1. Put aprons on class. Remind children of basic safety (Do not eat or get in eyes).
2. Spray shaving cream on large table. Set out toy cars and paint tools.
3. Make sure there is teacher supervision during this activity.
4. Allow children to have time to play with the new texture.

**How is this activity Developmentally Appropriate for this age group?**

This is a wonderful free art activity for this age group. They are at the age they can safely play with shaving cream. Shaving cream has a great texture for free art.

RC II

II.4 Fine motor (indoor activity)

Age group:

4 to 5 years

Activity:

Marshmallow Build

Objective:

To construct and engineer marshmallow structures.

Materials needed:

- 2 Boxes of Toothpicks
- 1 Large Bag of Small Marshmallows
- Plates

Process and teaching strategies:

1. Lay out materials. A plate for each child to build on.
2. Explain how to build 3-D shapes with the materials.
3. Remind students to be careful with toothpicks.
4. Allow them to create anything their heart desires with the materials.

How is this activity Developmentally Appropriate for this age group?

This project is wonderful for 4-5 year olds. They are starting to learn about 3-D shapes and is a wonderful way for them to play/engineer with these shapes hands-on. They will use their imaginations to create their own structures. They can also use the toothpicks safely at this age with supervision.

II.5 Gross motor

Age group:

3 to 5 years

Activity:

Obstacle Course

Objective:

Gross motor development such as throwing, kicking, running, crawling, and balancing. Building social skills such as team work and sharing.

Materials needed:

- Pool Noodles
- Hula Hoops
- Soft Balls
- Balance Beam

Process and teaching strategies:

1. Set up obstacle course. Prefer outside, but a large room will work as well.
2. Use the pool noodles to create an area for them to crawl under.
3. The hula hoops to toss balls through. Or to hula hoop with.
4. Balance beams to encourage coordination and balance.



How is this activity Developmentally Appropriate for this age group?

This activity is great for building gross motor skills in a structured setting. At this age, they are able to work together as a team and take turns sharing to complete the course.

II.6 Self-Concept

Age group:
3 to 5 years

Activity:
Self Portraits

Objective:

To develop self-awareness and child's identity.

Materials needed:

- Large Paper
- Crayons/Markers in large variety of colors
- Mirrors for every child
- Yarn in variety of colors for hair

Process and teaching strategies:

1. Set up materials on table. With mirrors at the side of paper.
2. Have children look in mirror first. And have them explain or think about who they see.
3. Allow them to start drawing once they feel ready.
4. Provide little instruction during project. This should be how the child sees

- themselves.
5. Regroup after the project. Talk about how we all may look different, but we are the same on the inside.



How is this activity Developmentally Appropriate for this age group?

This is a great art project to increase self-awareness within. At this age group, they are starting to notice differences between themselves and their classmates. At the end of the project it's important to reconnect afterwards, to get their thoughts.

II.7 Emotional Skills | Regulation of your emotions

Age group:

Any age

Activity:

Puppets

Objective:

To bring awareness to child's emotions through a non-direct expression. As well as grow and build social and emotional development.

Materials needed:

- A Large variety of Puppets from different cultural backgrounds
- A quiet area or a small puppet stage.

Process and teaching strategies:

1. Set up puppet stage or quiet area for play.
2. Provide a large variety of puppets.
3. Discuss how to problem solve and deal with emotions through the puppets.

How is this activity Developmentally Appropriate for this age group?

Puppets are a wonderful way to open the door for children to express emotions through play. Puppets encourage children to use their imagination and build their

social and emotional development.

RC II

II.8 Social skills

Age group:

All Ages

Activity:

Dramatic Play

Objective:

To grow and develop social skills through interactive play.

Materials needed:

An area set-up to mimic real world through play. Examples: Kitchen, Post Office, Vet/Doctor Office, and Store.

Process and teaching strategies:

1. Set up area with real/pretend toys.
2. Allow free play.

How is this activity Developmentally Appropriate for this age group?

This activity allows children to mimic what they see adults doing in their world. Children will grow their social/emotion skills, such as sharing, playing together as a group, and pretend in different in roles.

RC II

II.9 Mathematics

Age group:

4 to 5 years

Activity:

Pumpkin Seed Counting

Objective:

To build child's early counting skills through hands on learning.

Materials needed:

- Pumpkin seeds
- Egg Carton
- Marker

Process and teaching strategies:

1. Set out pumpkin seeds and egg carton.
2. Write the numbers 1 through 12 on the inside of the egg carton.
3. Allow children to try to count the seeds and sort them into egg carton.
4. If help is needed, walk them through counting the seeds aloud.

How is this activity Developmentally Appropriate for this age group?

This activity is great for building early counting and number recognition. It is also great to do during the fall season to incorporate the pumpkin life cycle.

Music and Movement

Age group:
4 to 5 years

Activity:
Rain Sticks

Objective:

To have children learn to make their own musical instrument.

Materials needed:

- Toilet Paper Roll
- Golf Tees
- Hole Punch
- Rice or Dry Beans
- Stapler and Masking Tape
- Markers, Streamers and Stickers

Process and teaching strategies:

1. Punch holes in toilet paper rolls beforehand.
2. Set out golf tees on table, allow children to put in golf tees.
3. Teachers staple and tape one end of the roll.
4. Allow children to fill the roll with beans and rice about half way up.
5. Teachers staple and tape the other end of roll.
6. Allow children to decorate their roll.
7. Dance!

How is this activity Developmentally Appropriate for this age group?

Music activities are wonderful for brain development. Music improves coordination and language development through repetition. When children build instruments, it will grow their self-confidence and love of music.

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CSIII. Statement of Competence III. To support social and emotional development and to provide positive guidance

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CSIII: Statement of Competence III: To support social and emotional development and to provide positive guidance

CDA Competency Standard III	Functional Areas	Definitions
III. To support social and emotional development and to provide positive guidance	8. Self 9. Social 10. Guidance	<p>8. Candidate develops a warm, positive, supportive, and responsive relationship with each child, and helps each child learn about and take pride in their own individual and cultural identity.</p> <p>9. Candidate helps each child function effectively in the group, learn to express feelings, acquire social skills, and make friends, and promotes mutual respect among children and adults.</p> <p>10. Candidate provides a supportive environment and uses effective strategies to promote children's self-regulation and support acceptable behaviors, and effectively intervenes for children with persistent challenging behaviors.</p>
<p>During a child's early development, they are navigating and understanding their emotions. Children need help identifying and understanding these big and new emotions. One of the ways to help a child learn about handling emotions is through play. In a play setting they are able to comprehend their own and others' emotions in a safe and neutral setting. Another way to help a child to be aware of their feelings is talking with the teacher. I talk to every child throughout the day, not always about bad things or correcting behavior, but I talk to the child just about their daily life and listen to their stories. Not only does this allow me to better understand them, but also lets me help them steer through their difficult feelings. In my class room, I always maintain and encourage open communication between myself, the children, and the parents. This allows for me to better understand and guide them. Working through their emotions will increase social skills later in life such as, empathy, self-identity, compassion, building relationships, and self-regulation. Through the year my students participate in a kindness challenge, in a group we talk about different ways to be kind and what is unkind. And how we will feel during a kind act and an unkind act. I encourage kind behavior by dropping a gummy bear in our class kindness jar every time I see a kind act. This has been every effectively for the children to learn self-control and how regulate their behavior. Emotional and social development grows exponentially during a child's pre-school years, this a critical time to shape a child's behavior. By providing a safe and nurturing environment for a child to explore themselves will greatly benefit a child's development in the long run.</p>		

CS III

CS III a Developing Children's Self-Concept

A supportive and nurturing environment is key for a child to develop positive self-awareness. Through play a child can work to solve problems and identify their feelings. Puppets are a wonderful non-direct way to work through problems. I ask the children to help the puppets solve problems like, sharing, bullying, and being fair. Involving children in making class rules, encourage them to suggest rules important to them. I always encourage clear and positive rules such as "walk in the hallway" not "do not run in hallway". By telling a child what we want or expect, we are setting the child up for success. By giving responsibilities in the classroom such as jobs or tasks allow the child to help build a cooperative class and take pride in their actions. Encouraging appreciation of differences is important foundation to build at a young age. I do this by promoting and supporting a positive self-identify with every child. I have guest speakers come in through the year from diverse backgrounds and encourage children's family members to come. We discuss our differences, but also what makes us all the same on the inside.

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CS III b Guiding Young Children's Behavior

Children learn best from observing the world around them. I believe one of the most important things we can do as teachers is model appropriate behavior. Through modeling we are showing children how to behave and react to real situations through our actions. Positive reinforcement is also a wonderful way to encourage appropriate behavior. Through positive reinforcement we can praise correct behavior and in turn discourage negative behavior. When we brain storm our class rules at the beginning of the year. I encourage clear and positive statements such as, "use kind hands" oppose to "do not hit". Using positive statements will tell the child what I would like to see and makes it easier for the child correct to their behavior. When handling a child, who does not want to follow our class rules. I will usually remind him or her of our rules and help the child find a way to understand and correct their behavior. If this behavior continues I will remove the child from the group, so we discuss why this behavior is continuing. Usually by this point the child and I can come up with a solution. If the behavior is not corrected I will discuss this quietly with the parent and brain storm with them on how to best guide the child through these difficult situations.

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1. Title of the Book: Thundercake

Author: Patricia Polacco

Publisher: Puffin Books **Copyright date:** 1997

Short Summary of the age-appropriate children's book:

A Russian tale about a young girl scared of the approaching thunderstorm, but her grandmother comforts her through baking a special cake. At the end the little girl is no longer afraid of the storm.

What area of a child's life or challenges does this book support:

A very scary situation for a child such as a thunderstorm, but through her grandmother's calmness and routine of making this special cake, the little girl self-soothes herself to face her fears.

2. Title of the Book: The Kissing Hand

Author: Audrey Penn

Publisher: Tangle Wood Press **Copyright date:** 2009

Short Summary of the age-appropriate children's book:

Starting school can be scary, but a mother raccoon shares a family secret to ease her child's fear.

What area of a child's life or challenges does this book support:

Fears of starting school or being separated from mom can be very frightening for any child. This book understands those fears and explains no matter where you are you will always be loved and never alone.

3. Title of the Book: The Rainbow Fish

Author: Marcus Pgister

Publisher: North-South Books **Copyright date:** 1992

Short Summary of the age-appropriate children's book:

A fish with beautiful scales learns it is better to share his scales and gain friends, then to keep to keep them to himself.

What area of a child's life or challenges does this book support:

Sharing can be a challenging concept for a child to understand. In this book a fish learns to find happiness through sharing with others.

4. Title of the Book: Introducing Teddy

Author: Jess Walton

Publisher: Bloomsbury **Copyright date:** 2016

Short Summary of the age-appropriate children's book:

Thomas wants to be a girl teddy, not a boy teddy. With the help of his friend he realizes is perfect no matter what.

What area of a child's life or challenges does this book support:

This book focuses on the friendship between two best friends. Even after one changes how they are seen to the world. On the inside they are still best friends.

5. **Title of the Book:** What Color is the Wind?

Author: Anne Herbauts

Publisher: Enchanted Lion Books **Copyright date:** 2016

Short Summary of the age-appropriate children's book:

A blind child asks animals what color is the wind? Each describes the wind differently. This book has braille on each page, so a sight impaired child would enjoy feeling included in this book.

What area of a child's life or challenges does this book support:

In this book a child comes to understand everyone sees the world a little differently. This book provides something for all children because its different textures and artwork on each page it will attract the interest of all children.

6. **Title of the Book:** My Friend Isabelle

Author: Eliza Woloson

Publisher: Woodbine Books **Copyright date:** 2003

Short Summary of the age-appropriate children's book:

Charlie describes all his favorite things to do with his friend, Isabella. They both enjoy doing the same things. There is one difference between the two of them, Isabelle has Down Syndrome.

What area of a child's life or challenges does this book support:

This book promotes discussing our differences. And accepting those differences with understanding and empathy. We may be different on the outside, but on the inside we are the same.

7. **Title of the Book:** The Invisible Boy

Author: Trudy Ludwig

Publisher: Alfred A. Knopf **Copyright date:** 2003

Short Summary of the age-appropriate children's book:

Brian always felt invisible and left out at school, till Justin sees Brian and becomes his best friend.

What area of a child's life or challenges does this book support:

This book shows how a simple act of kindness can make a huge difference in someone's life. Brian feels left out at school, Justin sees this and decides to do a kind act.

8. **Title of the Book:** Be Who You Are

Author: Todd Parr

Publisher: Little Brown Company **Copyright date:** 2016

Short Summary of the age-appropriate children's book:

A book that encourages kids to be proud of what makes them unique.

What area of a child's life or challenges does this book support:

This book encourages kids to embrace all their differences because those are what make the world a beautiful place.

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9. Title of the Book: Last Stop on Market Street

Author: Matt de la Pena

Publisher: Penguin Group **Copyright date:** 2015

Short Summary of the age-appropriate children's book:

A small child sees his friends with nice and expensive things, he is upset by this. His grandmother helps him see the real beauty in everyday things.

What area of a child's life or challenges does this book support:

This book helps children understand there are people in this world who do not have enough food to eat or a bed to sleep in. Through this book's observations will help children understand giving back and their feelings.

10. Title of the Book: No David!

Author: David Shannon

Publisher: Blue Sky Press **Copyright date:** 1998

Short Summary of the age-appropriate children's book:

David is getting in trouble and constantly hearing the word no! His mom realizes he needs to hear the words I love you.

What area of a child's life or challenges does this book support:

Children understand and identify their feelings when they feel they always get in trouble. This book is wonderful to discuss after reading, many kids they feel frustrated by consequences of their actions.

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CSIV: Statement of Competence IV: To establish positive and productive relationships with families

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CSIV: Statement of Competence IV: To establish positive and productive relationships with families

CDA Competency Standard IV	Functional Areas	Definitions
IV. To establish positive and productive relationships with families.	11. Families	11. Candidate establishes a positive, responsive, and cooperative relationship with each child's family, engages in two-way communication with families, encourages their involvement in the program, and supports the child's relationship with his or her family.

A strong relationship between parents and teacher is key to create a successful support system for each child. Mutual respect, open communication, trust, and cooperation are all essential to build a strong foundation. One of the ways I promote this is through weekly newsletters and a parent board right outside my class room. I include information on projects we are working on, songs we are singing, and parenting articles. I also regularly post pictures on our class website, as well as on our parent board. Another way I encourage open communication is by greeting each parent and child as they come in to the room, this allows the parent and myself to talk about anything that occurred that may affect the child today. If there are any concerns I will set up a parent meeting without the child to discuss and brain storm solutions and set mutual goals. Consistency between home and school is very important. A child needs to know what expectations and boundaries that are expected of them. I actively listen to my parents' concerns to understand where I can best support them. I believe a teacher needs to be pro-active and approachable to support a successful partnership with parents.

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CS IV a Communication with Families

I believe open communication is essential to build a successful support system for both parents and their family. One of the ways I keep the communication line open is through my parent board where I can post updates daily for the class. I also provide my e-mail address to parents to keep communication private and away from the ears of children. I greet and say goodbye to each child, this allows the parent and myself to quickly communicate both positive news and work together to correct any negative behavior.

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Allowing a child to share their home life allows both the child to take pride in their differences, while also allowing other children to learn about different cultures. To encourage this I have a student of the week. During this week, a child is allowed to bring a favorite toy or book and pictures of their family. I ask to post family photos on a bulletin board throughout the year for the children to enjoy. I also encourage parents or family members to come in and be a guest speaker. Sharing allows the child to show and take pride in their identity. A key part of development is self-awareness and identity. I'm very fortunate to work at a school that hosts parenting classes on a regular basis, this allows the teachers and parents to work on a unite front to help their child. We also host parent support groups once a month to foster open communication and support. The staff members at the school are fluent in a variety of languages, this certainly makes it easier for both parent and child communication. To best understand how to support a child it is indispensable to have a trusting and open communication between home and school.

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CS IV c Family Questionnaires Feedback

I was surprised by the results of the family questionnaires. Overall I received high marks from each of my families. I was feel like I'm my own worst critic, I was expecting and bracing for some medium marks. I feel like I have put a great deal of study in early child education, so I was very grateful for the parents' high praise. Overall my goals still remain the same to constantly keep expanding my knowledge to better understand special needs children and to learn some Chinese to allow me to communicate better with my many Chinese families.

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RC IV - Family Resources Guide

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RC IV-1 Family Counseling

Bellevue Family Counseling LLC (425) 417-4700 12826 SE 40th Ln #100, Bellevue, WA 98006 <http://www.securelove.net/family-counseling/4579774452>

Resource IV-2 Translation Service

Translation Service where the home language is other than English:

PolyLang Translation Services <http://www.polylangpts.com> 2050 112th Ave NE, Suite 200, Bellevue, WA 98004 (425) 455-5158

Service for American Sign Language translation:

PolyLang Translation Services <http://www.polylangpts.com> 2050 112th Ave NE, Suite 200, Bellevue, WA 98004 (425) 455-5158

Resource IV-3 Children with disabilities

1. **Bellevue School District Child Find**
(425) 456-4144 12111 NE 1st. Street
Bellevue, WA 98006

When a child or young adult is identified as eligible for special education, the district provides education that is specially designed to meet the student's unique needs and ultimately aimed at preparing the student for a post high school academic setting, employment and independent living. Special education is provided at no cost to the student or parent.

2. **The Kinderling Center**
(425) 653-4300 16120 NE 8th Street
Bellevue, WA 98006

Our evaluation will help you determine if your child is following a typical pattern of development. If appropriate, the Kinderling Center will provide early intervention help for your child.

Resource IV-4 Child Development Resources

Source #1 - Child Development and Learning

The Kindering Center <https://kindering.org/about-us/thought-leadership/>
<https://www.siblingsupport.org/documents-forsite/WhatSiblingsWouldLikeParentsandServiceProviderstoKnow.pdf>

When a child or young adult is identified as eligible for special education, the district provides education that is specially designed to meet the student's unique needs and ultimately aimed at preparing the student for a post high school academic setting, employment and independent living. Special education is provided at no cost to the student or parent.

Source #2 - Child Development and Learning

Illinois Early Development Project <http://www.illinoisearlylearning.org>

The Illinois Early Learning Project Web site is a source of evidence-based, reliable information on early care and education for families, caregivers, and teachers of young children in Illinois. <http://www.illinoisearlylearning.org/tipsheets/connect.htm>

Source #3 - Child Guidance

Provider-Parent Partnerships

<https://www.extension.purdue.edu/providerparent/Guidance-Discipline/Main-GD.htm>

This site is dedicated to helping providers and parents give better support to children as they grow. It is written for childcare providers—those who take care of infants and toddlers, preschoolers, or school-age children. It explains how providers can work with parents and talk with them about many different issues. To support parents, the site includes materials that providers can print out and share with them.

<https://www.extension.purdue.edu/providerparent/PDF%20Links/Modeling%20Behavior.pdf>

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CSV: Statement of Competence V: To ensure a well-run, purposeful program that is responsive to participant needs

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CSV: Statement of Competence V: To ensure a well-run, purposeful program that is responsive to participant needs

CDA Competency Standard V	Functional Areas	Definitions
V. To ensure a well-run, purposeful program responsive to participant needs	12. Program Management	12. Candidate is a manager who uses observation, documentation, and planning to support children's development and learning and to ensure effective operation of the classroom or group. The Candidate is a competent organizer, planner, record keeper, communicator, and a cooperative co-worker.

A well-managed program is key to build trust between teachers and families. I take great pride in the organization of my class room. I have a large lockable- filing cabinet for which I keep student files in top drawer and the bottom three drawers have my lesson plans organized by month. I have parent hand-outs in another file cabinet by the door in case I need to pull something quickly. I consider myself very lucky to a closet in my room for storage of our class toys. I keep the same or a similar schedule every day to keep a reliable routine for the children. I have the same stations set out every day, but with new and rotating materials. At my science station, I may put out magnets and various objects for the kids to test magnetic properties. At the math station, I have a number matching game. I have a free art and writing table where children have a wide variety of materials available to explore their creativity with. At the dramatic play center, I have a broad variety of themes which I switch out every few weeks, usually they relate to our current lesson. On the floor, I put out building blocks or train tracks, something that encourages team work to create. Once a month our school's teachers review how best we can prepare the next incoming class and evaluate our current curriculum. We discuss how to make the transition between classes easier. I truly believe to grow the quality of a program you need to have educated and professional staff. This one reason I find so important to continue expanding my knowledge. I want to children to walk out of my class room with a similar passion for learning.

CS V A Observation Tool (from RC V)

To meet the needs of every child in the class, the teacher needs to know and understand where child needs are. To recognize how best to support, I use the observation form. Ideally when observing I like to step back and have another staff member teach for the day, so I can truly focus my attention. Although this is not always possible. When observing, I make it as discreet as possible and keep my notes private. I review my notes after school and reach out my director if there are any serious concerns. I invite the parents to a meeting without the child, to discuss my results. I strive to make this meeting as positive and supportive as possible.

Importance of Observation and Documentation

To run a successful program, a teacher needs to understand the needs of their children. To recognize how best to help each child, observation and proper documentation is key. After observing a teacher will review their notes and meet with the child's parents to discuss and identify concerns. During the meeting, we will set mutual goals and how to reach them. With this collaboration, we can be a united and consistent team to support to the child.

Accurate Observation

When observing a child, I spread out my observation through at least several days. Ideally I find observing over a longer period time will account for unintentional concerns. For example, if a child did not sleep well the night before or if they are coming down with a cold. These are not ideal times to observe a child for behavior. Communication between parents and teacher is essential to make an accurate finding. If the child does not have issues at home, then we need to look at why school is difficult. Or if they play well by themselves, but not in a group. During the parent meeting, we would work together to set mutual reachable goals. I encourage open communication by meeting with the parents on a regular basis to track progress or concerns.

CS V

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RC V Record Keeping Forms
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CSV: Statement of Competence VI: To maintain a commitment to professionalism

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CSVI: Statement of Competence VI To maintain a commitment to professionalism

CDA Competency Standard VI	Functional Areas	Definitions
VI. To maintain a commitment to professionalism	13. Professionalism	13. Candidate makes decisions based on knowledge of research-based early childhood practices, promotes high-quality in child care services, and takes advantage of opportunities to improve knowledge and competence, both for personal and professional growth and for the benefit of children and families.
<p>Every day I strive to be best I can be for my families. To be an effective teacher requires someone who practices professionalism every day. I will always continue to further my education to understand children in this developmental stage. And how best to help them and their families during this critical time in their lives. I maintain memberships at several child development associations, these are great to expand and discuss new information. When I walk into my classroom I'm ready to perform at 100% because that is what these children deserve. I sincerely hope when my children walk out the door they are enthusiastic about learning and discovering the world around them. By teachers continuing to expand their knowledge is wonderful way to model passion of learning for their students. It is critical for staff to be educated, consistent, and screened before entering a class room. This is all in the benefit of the children and their families. I consider myself to be extremely fortunate to be doing I love and hold so dearly.</p>		

CS VI

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CS VI A Early Childhood Professional

Words cannot properly reflect the way I feel when I can help a child who has been struggling with something and see them achieve success. The first time I felt this was eight years ago, I was working as an assistant in the two-year old room, there was a child who was struggling with using play dough scissors. I could see him watching everyone else using them successfully and get frustrated with himself. Every day I would I work with him, till it became our routine. I could see the wheels spinning in his head, really trying to master this. Finally, after several weeks he did it! All on his own! The smile on his face was huge and ecstatic. I was only sixteen at the time, the typical teenager who cared more about themselves then others. But at that moment I realize what an impact I could make in others' lives. It was such a powerful and overwhelming feeling. I actually started to tear up. It was at that moment I knew my purpose in life. Since that day I have always had a passion for this field, because I knew this is where I could make a difference.

CS VI B Indicators of Professionalism

I believe my students and their families deserve a professional, caring, and knowledgeable teacher. As the someone who spends a great deal of time with their children it is extremely important to be educated with up to date practices and techniques. This benefits myself, the children, the school, the parents. Discretion and privacy is an essential quality a teacher must have. If a child is having problem it is not the business of other parents, children or staff. This builds trust and respect between myself and parents. Using compassion and empathy while actively listening to parents' concerns to crucial. Parenting is very difficult job and it important we as teacher support them.

CS VI

RC VI-1 Child Care Washington Regulations

DEL Rules Coordinator
WA State
Department of Early Learning
PO Box 40970
Olympia, WA 98504-0970
1-866-482-4325

VI-1a Qualification requirements for personnel

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VI-1b Ratio Requirements

If the age of the children is:	Then the staff to child ratio is:	And the maximum group size is:
(a) One month, through 11 months (infant)	1:4	8
(b) Twelve months through 29 months (toddler)	1:7	14
(c) Thirty months through six years not attending kindergarten or elementary school (preschool age child)	1:10	20
(d) Five years through 12 years	1:15	30

RC VI-2 Early Childhood Associations

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Childhood association #1 -

NAEYC

<http://www.naeyc.org>

NAEYC is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8. The Association administers a voluntary, national accreditation system for high-quality early childhood programs, sponsors a variety of initiatives to improve professional preparation of early childhood educators, and produces a wide array of early childhood resources. NAEYC membership provides participation in both national and local services through the Association's network of over 300 local, state, and regional Affiliates.

Childhood association #2 -

Highscope

<http://highscope.org/content.asp?contentid=209>

HighScope works to create and deliver high-quality educational resources, including professional learning, assessment instruments, curriculum resources and materials, plus independent evaluation services to improve educational outcomes for children, families, and communities. HighScope provides membership at no cost.

Childhood association #3 -

Pre-K Now

<http://www.newtrusts.org/en/archived-projects/pre-k-now>

Pre-K Now's mission is to collaborate with advocates and policymakers to lead a movement for high-quality, voluntary pre-kindergarten for all three- and four-year olds.

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RC VI RC VI-3 Reporting Child Abuse and Neglect

State Agency for Reporting Child Abuse and Neglect

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King East DCFS
805 156th Ave NE
Bellevue, WA 98007-4614

(425) 590-3000

1-866-363-4276

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Mandatory Reporting Guidelines

RCW 26-44-020 defines abuse and neglect as injury, sexual abuse, sexual exploitation, negligent treatment or maltreatment of a child by any person under circumstances which indicate that the child's health, welfare, and safety is harmed. Abuse and neglect does NOT include the physical discipline of a child as defined.

Questions that will be asked when you call:

1. The name, address and age of the child.
2. The name and address of the child's parent, guardian or other persons having custody of the child.
3. The nature and extent of the abuse or neglect.
4. Any evidence of previous incidences.
5. Any other information which may be helpful in establishing the cause of the child's abuse or neglect and the identity of the perpetrator.

You do not need to have all of the above information when you call to make a report, but the more accurate information you can provide, the better equipped the offices will be to assess the child's safety.³

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My Professional Philosophy Statement

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When I first started out in this field I was young fourteen-year old looking for her first summer job. My aunt who is a teacher immediately encouraged me to apply at a pre-school. She saw my potential working with children. I decided on Aldersgate Pre-School, it is where I attended pre-school myself from two to five years old. My first couple weeks I disliked it, I felt awkward and not sure of myself. I didn't know what to do, when kids started fighting over a toy or how to reassure a young child their mom will come back. I felt very lost and confused. All the teachers there could immediately sweep in and fix any problem. I wanted to learn to do that! That year in my high school they offered a child development class. I decided to take in hopes of gaining a better understanding. The class amazed me I never thought about child psychology or development before that. I took class after class to gain more knowledge. Every summer I grew more confident, I did not feel confused, but intrigued by these little complex people. As soon as I graduated high school I was offered a classroom aide position. During this time, I took child development classes at my local community college to expand my knowledge. I worked my way up at Aldersgate till I became a teacher. During this time, I have seen growth in myself both personally and professionally. I'm in debt to my fellow co-workers and families for their knowledge and experience. I consider myself incredibly grateful for their patience and love. It has pushed and driven me to places I could have only dreamed of. I see a future of constant growth and progress for me in this field. While putting together my portfolio it helped me gather and process my thoughts and ideas. But I also see my portfolio as a work in progress throughout my teaching career. Something I can constantly improve upon while on this journey. My goals for the future are to study the

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Montessori approach to become a certified Montessori teacher. I greatly appreciate Maria Montessori's approach to a child centered and driven education. Something I know we so sadly lack in many schools today. The importance of self-regulation and a positive attitude about school are two major traits children lack in today's system.

Currently I'm consistently teaching with the Emilia Reggio philosophy in mind.

Allowing children to investigate and drive their learning is beautiful to watch. I have seen children who are labeled as, "wild" "out control" channel that "crazy" energy into discovering their passions with excitement. I have designed my room to be calming space with natural materials available for the children's choosing. I had a child who

was extremely loud and had lots of energy come into my class. I learned he desperately wanted to be astronaut, at the time there was meteor passing near Earth. I found a video to watch the meteor's path and its makeup. His passion was contagious the whole class was thrilled to learn about this. We made our own meteors out of clay and once dry the kids danced out their own meteors' path.

Another child as very interested in dinosaur fossils, we read books to learn about paleontologists and fossil digs. Once outside the class started their own dinosaur dig in the sandbox. To see the whole class so excited about the possibility of finding fossils and becoming paleontologists was incredible. I believe to support and encourage a child's natural drive to learn is a teacher's most important job. I consider myself to be extremely grateful to be in a field that I absolutely love. I know in today's world it is a rarity to love going to work every day. I count my blessings I'm able to make difference in these young minds.

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