



## Successful Solutions Professional Development LLC

[www.cdatraining.org](http://www.cdatraining.org)

### Resource Links for Supporting the Preparation of the Professional Portfolio

#### A. The Resource Collection

1. Provide summaries of the legal requirements in your state regarding:

RC 1.1 Child abuse and neglect (including contact information for the appropriate agency in your state)

RC 1.2 Mandatory Reporting Guidelines

#### HELPFUL RESOURCES

Washington State DSHS: <http://www.dshs.wa.gov/ca/safety/abuseReport.asp>

US Dept. of Health & Human Services Child Welfare Information Gateway

- Mandatory Reporters of Child Abuse and Neglect:

[https://www.childwelfare.gov/systemwide/laws\\_policies/statutes/manda.cfm](https://www.childwelfare.gov/systemwide/laws_policies/statutes/manda.cfm)

- To Report Abuse or Neglect: <https://www.childwelfare.gov/contact.cfm>

2. Include the current certificate of completion of a certified pediatric first-aid training course (that includes treatment for blocked airway and providing rescue breathing for infants and young children). Certification date must be within three years from the month application is submitted.

**Online First AID and CPR Courses are Not Accepted**

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Student Support: *Pacific Standard Time* ~ Monday-Friday 6:30 am – 9:00 pm **AND** Saturday-Sunday 8:00 am – 9:00 pm

3. Provide copies of two weekly menus. In order to complete your related Reflective Competency Statement on this topic, one of the two must be a menu that you have participated in serving to and/or designing for children.

### HELPFUL RESOURCES

- 8 Weeks of Menu's for Child Care Programs by National Food Service Management Institute: <http://nfsmi-web01.nfsmi.olemiss.edu/documentLibraryFiles/PDF/20080225095731.pdf>
- Evaluation of Feeding Environments for Young Children, Laurel Branen PhD, Janice Fletcher EdD: [http://www.ag.uidaho.edu/feeding/pdfs/4\\_2%20Feeding%20Environment%20Evaluation.pdf](http://www.ag.uidaho.edu/feeding/pdfs/4_2%20Feeding%20Environment%20Evaluation.pdf)
- Best Practices for Serving Foods to Groups of Children, Janice Fletcher and Laurel Branen, Univ. of Idaho: [http://www.ag.uidaho.edu/feeding/pdfs/1\\_2%20Best%20Practices.pdf](http://www.ag.uidaho.edu/feeding/pdfs/1_2%20Best%20Practices.pdf)

### FOR CENTER-BASED PRESCHOOL

Provide one menu for infants/toddlers and one for preschoolers.

### FOR CENTER-BASED INFANT/TODDLER

Provide one feeding schedule or menu used for each age group (young infants, mobile infants, toddlers).

### FOR FAMILY CHILD CARE

Provide one menu for infants/toddlers and one for preschoolers.

4. Provide a sample of your weekly plan that includes goals for children's learning and development, brief descriptions of planned learning experiences, and also accommodations for children with special needs (whether for children you currently serve or may serve in the future). Indicate the age group(s) for which the plan is intended.

### HELPFUL RESOURCES

- Teach Preschool Blog: <http://www.teachpreschool.org/category/the-basics-in-early-childhood-education/music-and-fingerplays/>
- Daily Lesson Plan Form (detailed): <http://www2.honolulu.hawaii.edu/facdev/guidebk/teachtip/lesspln3.htm>

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- Basic Preschool Lesson Plan Form:  
<http://www.teacherspayteachers.com/Product/Preschool-Lesson-Plan-Form>
- Preschool Express Website for Lesson Plan Ideas: <http://www.preschooexpress.com/>
- KinderPlans website for Lesson Plans: <https://www.kinderplans.com/p/23/kindergarten-preschool-bugs>
- Preschool Express Music & Rhyme Station:  
[http://www.preschooexpress.com/music\\_station.shtml](http://www.preschooexpress.com/music_station.shtml)
- Science: Preschool Activities and Crafts: <http://www.first-school.ws/THEME/science.htm>
- Preschool Science Activities: <http://www.education.com/activity/preschool/science/>
- A to Z Preschool Science:  
[http://atozteacherstuff.com/Lesson\\_Plans/Science/\\_Preschool/index.shtml](http://atozteacherstuff.com/Lesson_Plans/Science/_Preschool/index.shtml)
- Songs for Teaching About the Weather and the Seasons:  
[http://www.songsforteaching.com/earlychildhoodelementarypreschoolkindergarten/w\\_eatherseasons.htm](http://www.songsforteaching.com/earlychildhoodelementarypreschoolkindergarten/w_eatherseasons.htm)
- Songs for Teaching the Calendar: Days of the Week & Months of the Year:  
[http://www.songsforteaching.com/earlychildhoodelementarypreschoolkindergarten/cal\\_endardaysoftheweekmonthsoftheyear.htm](http://www.songsforteaching.com/earlychildhoodelementarypreschoolkindergarten/cal_endardaysoftheweekmonthsoftheyear.htm)
- Child Care Resources, A blog from <http://www.123playandlearn.com/>

5. In your own words, describe nine learning experiences that cover each of the following:

RC 5.1 Science/Sensory

RC 5.2 Language and Literacy

RC 5.3 Creativity

RC 5.4 Fine motor (please choose an indoor activity)

RC 5.5 Gross motor (please choose an outdoor activity)

RC 5.6 Self Concept

RC 5.7 Emotional Skills/ Regulation

RC 5.8 Social Skills

RC 5.9 Math

### HELPFUL RESOURCES

- Songs, Fingerplays and Curriculum
  - All About Me Curriculum Ideas: [http://cdatraining.org/All\\_About\\_Me.pdf](http://cdatraining.org/All_About_Me.pdf)
  - Circle Time Ideas: [http://cdatraining.org/Circle\\_Time\\_Ideas.pdf](http://cdatraining.org/Circle_Time_Ideas.pdf)

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- Rhymes for Counting and Number Themes:  
[http://cdatraining.org/Rhymes\\_for\\_Counting\\_and\\_Number\\_Themes.pdf](http://cdatraining.org/Rhymes_for_Counting_and_Number_Themes.pdf)
- Sensory Ideas: [http://cdatraining.org/Sensory\\_Ideas.pdf](http://cdatraining.org/Sensory_Ideas.pdf)
- The Early Learning Community: <http://www.earlylearningcommunity.org/>
- Time for Play, Every Day: It's Fun – and Fundamental, Alliance for Childhood:  
<http://www.childcare.org/ffn-care/play-fact-sheet.pdf>
- Redesigning Childcare:  
[http://main.zerotothree.org/site/PageServer?pagename=ter\\_key\\_edu\\_redesigning&printer\\_friendly=1](http://main.zerotothree.org/site/PageServer?pagename=ter_key_edu_redesigning&printer_friendly=1)
- Five Ways to Analyze Classrooms for an Anti-Bias Approach:  
[http://www.nncc.org/Diversity/sac26\\_anti-bias.analyz.html](http://www.nncc.org/Diversity/sac26_anti-bias.analyz.html)
- Physical Development Through the Curriculum Slide Show:  
<http://www.slideshare.net/sower/physical-developmentthrough-the-curriculum>
- Technology and Young Children:  
<http://www.naeyc.org/files/naeyc/file/positions/PSTECH98.PDF>
- Child development stages From Wikipedia:  
[http://en.wikipedia.org/wiki/Child\\_development\\_stages](http://en.wikipedia.org/wiki/Child_development_stages)

#### **FOR CENTER-BASED PRESCHOOL**

For each activity, indicate the age group (3s, 4s or 5s) and list the intended goals, materials and process/teaching strategies. For each activity, specify how it is developmentally appropriate for that age group.

#### **FOR CENTER-BASED INFANT/TODDLER**

For each activity, indicate the age group (young infants, mobile infants or toddlers) and list the intended goals, materials and process/teaching strategies. For each activity, specify how it is developmentally appropriate for that age group. Of the nine activities, three should be appropriate for young infants, three for mobile infants and three for toddlers.

#### **FOR FAMILY CHILD CARE**

For each activity, indicate the age group and list the intended goals, materials and process/teaching strategies. For each activity, specify how it is developmentally appropriate for that age group. Be sure your collection includes activities specific to each age group (infants, toddlers, preschoolers).

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6. Create a bibliography that includes the titles, authors, publishers, copyright dates and short summaries of ten developmentally appropriate children's books that you have used with young children. Each book should support a different topic related to children's lives and challenges. Subjects you might consider addressing include:
- Cultural or linguistic group identity
  - Gender Identity
  - Children with Special Needs
  - Separation/Divorce/Remarriage/Blended Families
  - Phases of the cycle of life from human reproduction to death
  - Other topics that reflect the children and families with whom you work.

### HELPFUL RESOURCES

- Bibliography Example: <http://cdatraining.org/comp3resourcesamples.pdf>
- Story Books for Ages 3 through 7:  
[http://www.joancarrisbooks.com/index.php?option=com\\_content&view=category&id=49:books-for-babies-to-age-3&layout=default&Itemid=126](http://www.joancarrisbooks.com/index.php?option=com_content&view=category&id=49:books-for-babies-to-age-3&layout=default&Itemid=126)
- Books for Babies to Age 3:  
[http://www.joancarrisbooks.com/index.php?option=com\\_content&view=category&id=51:books-for-ages-7-to-10&layout=default&Itemid=126](http://www.joancarrisbooks.com/index.php?option=com_content&view=category&id=51:books-for-ages-7-to-10&layout=default&Itemid=126)
- Books for Young Readers (Ages 7-10):  
[http://www.joancarrisbooks.com/index.php?option=com\\_content&view=category&id=51:books-for-ages-7-to-10&layout=default&Itemid=126](http://www.joancarrisbooks.com/index.php?option=com_content&view=category&id=51:books-for-ages-7-to-10&layout=default&Itemid=126)
- Children's Literature Network:  
<http://www.childrensliteraturenetwork.org/resource/readlist/readlist.php>
- Lots of Lists: Everyone Has an Opinion about What Kids Should (or Shouldn't) Read:  
<http://people.ucalgary.ca/~dkbrown/lists.html>

7. Create a Family Resources Guide that you might choose to share with the families you serve. The Guide should include all of the helpful information you think they might need.

**At a minimum, you must include the following required items:**

RC 7.1 The name and contact information (phone number, web site, etc.) of a local agency that provides family counseling.

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RC 7.2 The name and contact information (phone number, web site, etc.) of a translation service for families whose home language is other than English as well as a service that provides American Sign Language translation.

RC 7.3 The name, contact information and brief descriptions of at least two agencies in the community that provide resources and services for children with disabilities (in most communities, the local school district provides these services).

RC 7.4 A list of three or more websites, and brief descriptions of each, that provide current information to help families understand how young children develop and learn. Include one current article for each website.

## HELPFUL RESOURCES

- Connecting with Parents: “But He Doesn’t Do That at Home!”:  
<http://www.illinoisearlylearning.org/tipsheets/connect.htm>
- Parents as Teachers National Center: <http://www.parentsasteachers.org/>
- National Center for Family Literacy: <http://www.familit.org/>
- Provider-Parent Partnerships Web Site:  
<http://www.extension.purdue.edu/providerparent/>
- Children's Reactions to Divorce -- Ages and Stages:  
<http://www.extension.purdue.edu/providerparent/Family-Child%20Relationships/ChildrensReactions.htm>
- Child Care-Parent Partnership Opportunities:  
<http://childcarecenter.illinoisstate.edu/parents/>
- Preventing Child Abuse and Neglect: Parent-Provider Partnerships in Child Care:  
<http://www.zerotothree.org/about-us/funded-projects/pcan/pcan.html>
- A Place of Our Own: Parent-Child Care Provider Partnerships:  
[http://www.aplaceofourown.org/question\\_detail.php?id=27](http://www.aplaceofourown.org/question_detail.php?id=27)
- Parent Voices is a project of the California Child Care Resource and Referral Network:  
<http://parentvoices.org/about-us.html>
- PBS Parent: Choosing a Preschool or Childcare Center:  
<http://www.pbs.org/parents/education/going-to-school/choosing/preschool/>
- Reaching the Hardest-to-Involve Parents:  
<http://www.leadered.com/Parent%20kit%20excerpts.pdf>
- Child Care plus+: The Center on Inclusion in Early Childhood - Making Family Connections: <http://www.ccplus.org/TipSheets/TipSheet17.pdf>

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- Partnerships - a Component of Quality Care:  
<http://www.childcare.net/partnershipsquality.shtml>
- Parent Teacher Conference: Make The Most Of Talk Time:  
<http://childcare.about.com/od/volunteerism/a/conference.htm>
- Parent-Teacher Partnerships: A Theoretical Approach for Teach:  
<http://ecap.crc.illinois.edu/pubs/katzsym/keyes.html>
- Building Positive Parent Relations:  
[http://www.nccc.org/Families/cc53\\_build.pos.relat.html](http://www.nccc.org/Families/cc53_build.pos.relat.html)
- Public-private partnerships can help ease child-care crisis: <http://www.post-gazette.com/stories/business/top50/public-private-partnerships-can-help-ease-child-care-crisis-477116/>
- Head Start Bulletin: Creating a Vision for Supporting English Language Learners:  
[http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Individualization/Language,%20Culture,%20and%20Ethnic%20Diversity/edudev\\_art\\_00028\\_062105.html](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Individualization/Language,%20Culture,%20and%20Ethnic%20Diversity/edudev_art_00028_062105.html)
- US Dept. of Health & Human Services: Dual Language Learning: What Does It Take?:  
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Dual%20Language%20Learners%20and%20Their%200Families/Learning%20in%20Two%20Languages/DualLanguageLea.htm>  
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Dual%20Language%20Learners%20and%20Their%200Families/Learning%20in%20Two%20Languages/DualLanguageLea.htm>
- Bridging School-Family Differences - Family Involvement in Children's Education - October 1997: <http://www2.ed.gov/pubs/FamInvolve/local5.html>
- Seattle Public Schools - Bilingual Family Center Interpretation and Language Support:  
<http://www.district.seattleschools.org/modules/cms/pages.phtml?pageid=218757>
- Connect with Kids and Parents of Different Cultures:  
<http://www2.scholastic.com/browse/article.jsp?id=3638>

#### **FOR CENTER-BASED PRESCHOOL**

Web sites must contain articles that help families understand the development and learning of 3- to 5-year-olds. At least one article must relate to child guidance.

#### **FOR CENTER-BASED INFANT/TODDLER**

Web sites must contain articles that help families understand how infants and toddlers (birth to age 3) develop and learn. At least one article must relate to early brain development.

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## FOR FAMILY CHILD CARE

Web sites must contain articles that help parents understand the development and learning of children birth to age 5. At least one article must relate to child guidance.

8. Provide three samples of record keeping forms you use/have used. Include an accident report form, an emergency form and a completed tool/form that you have used to observe for and document a child's developmental/learning progress (Do not include child's name).

## HELPFUL RESOURCES

- A Place of Our Own: Child Care Management:  
<http://www.aplaceofourown.org/topic.php?id=6>
- National Network for Child Care: RECORD KEEPING:  
<http://www.nncc.org/Business/record.keep.fcc.html>
- Washington State DSHS Child Care Record Keeping:  
<http://www.dshs.wa.gov/pdf/publications/22-812.pdf>
- An Introduction to Family Child Care Record Keeping:  
[http://www.cdastars.com/uploads/4/3/8/5/4385398/family\\_childcare\\_recordkeeping.pdf](http://www.cdastars.com/uploads/4/3/8/5/4385398/family_childcare_recordkeeping.pdf)
- The Center for Children with Special Needs Care Notebook:  
<http://cshcn.org/planning-record-keeping/care-notebook>
- Starting a Child Care Center:  
<http://permanent.access.gpo.gov/lps1682/ericps.ed.uiuc.edu/nccic/faqs/startin g.html>
- Washington Dept. of Early Learning Child Care Center Monitoring Checklist:  
<http://www.del.wa.gov/publications/licensing/docs/CenterMonitoringChecklist.pdf>
- The Business of Early Care and Education in Illinois: Providers' Tools for Improving Quality:  
[http://www.isbe.state.il.us/earlychi/pdf/child\\_care\\_resource\\_guide.pdf](http://www.isbe.state.il.us/earlychi/pdf/child_care_resource_guide.pdf)
- National Association for the Education of Young Children (NAEYC):  
<http://www.naeyc.org/accreditation>
- Licensing Requirements of Starting a Daycare or Child Care Center: State Requirements : <http://www.powerhomebiz.com/vol40/daycare-state-licensing2.htm>
- Ohio Record Keeping & Personal Care Guide:  
<http://ddc.ohio.gov/Pub/RecordGuide.pdf>

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- Washington State Dept. of Learning Licensing Forms & Documents for Providers:  
<http://www.del.wa.gov/publications/licensing/>
  - Washington Child Care Resource & Referral Business Tools:  
<http://www.childcarenet.org/providers/business-tools>
9. Provide the name and contact information of your state's agency that regulates child care centers and homes.

Make a copy of the sections that describe:

RC 9.1 Qualification requirements for personnel (teachers, directors and assistants)

RC 9.2 Group size, adult-child ratio requirements

### HELPFUL RESOURCES

- Resource Center for Health and Safety in Child Care:  
<http://nrckids.org/STATES/states.htm>
10. List two or three early childhood associations (national, regional, state or local), including website addresses, and describe the professional resources and membership opportunities they each offer.

### HELPFUL RESOURCES

- Early Childhood Membership Associations: <http://www.cdacouncil.org/the-resource-center/early-childhood-organizations>

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