



**Effective
June 1, 2013**

Transition Guide

REVISED

Now includes info on:

The Professional Portfolio p. 6
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Second Settings, Renewals p. 23



COUNCIL
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PROFESSIONAL
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In order to ensure that the information contained in this Transition Guide is communicated consistently, please copy and distribute the contents of this Guide directly rather than paraphrasing any text found within.



The Child Development Associate (CDA) Credential™ is the most widely recognized credential in early childhood education (ECE) and is the best first step on the path of career advancement in ECE. The distinctive CDA Credential is the only nationally-recognized, portable, reciprocal, competency-based credential of its kind in the country.

The Child Development Associate (CDA) National Credentialing Program™ is the unique teacher credentialing process, administered by the Council for Professional Recognition, which results in the award of the CDA Credential. The Program uses a specific set of time-tested, research-based tools to determine early childhood teacher competency, based on multiple sources of evidence.

Having the CDA Credential from the Council for Professional Recognition verifies that teachers have the ability to put the Council's nationally-recognized CDA Competency Standards into practice and the understanding of why those Standards help children move with success from one developmental stage to another.

Over the past forty years, more than 300,000 educators have received the Preschool, Infant/Toddler, Family Child Care or Home Visiting Child Development Associate (CDA) Credential™!

Introduction

Dear CDA Community,

Here at the Council for Professional Recognition we are so excited about the upcoming evolution of the Child Development Associate (CDA) National Credentialing Program™!

When we first announced the details of CDA 2.0 at the NAEYC Professional Development Institute this past June, we were met with enthusiastic cheers, applause and gratitude (with a little trepidation mixed in). Since then, we have been overwhelmed by the positive calls, emails, letters and conversations offering support, encouragement and even excitement about the upcoming changes to the CDA credentialing process.

I am pleased to tell you that we have set June 1, 2013 as the official start date of CDA 2.0.

Please remember that we are calling it “CDA 2.0” for now, as a way of increasing awareness. However, as of June 1, it will simply be called the “Child Development Associate (CDA) National Credentialing System™,” as it always has. The CDA earned now and the CDA earned after June 1 will have the same value to the Candidate and the field, it’s just that the process will be streamlined and easier to navigate and the professional development journey each Candidate will have as they prepare for their CDA assessment will be strengthened.

I hope you find this Transition Guide valuable. If the contents of this Transition Guide raise further questions or spark new ideas you may have for us, please do not hesitate to reach out to us using any of the ways listed at the back of the Guide, in the section titled “For Further Information.”

With respect,



Valora Washington, PhD.

CEO

Council for Professional Recognition



Overview of CDA 2.0

In response to the feedback and suggestions that the Council for Professional Recognition received from countless members of the national CDA community, we are proud to announce the arrival of CDA 2.0 on June 1, 2013. The CDA 2.0 credentialing process will soon strengthen Candidates' professional development experience while also streamlining it, making it easier for them to understand and navigate.

CDA 2.0 will add value to Candidates' experiences while retaining many of the familiar aspects of the Council's framework for determining competency using the six CDA Competency Goals.

Candidates' knowledge and competencies will be determined using two factors:

1. The results of the 65-question CDA Exam (formerly called the Early Childhood Studies Review), which Candidates will take at a time of their convenience at a local PearsonVUE testing center in their area.
2. The results of the new Verification Visit, which will be structured around the R.O.R. Model™, designed by the Council, with the help and guidance of national experts. The Verification Visit™ will be conducted by a CDA Professional Development Specialist (formerly called the Council Representative).

Because both PearsonVue's Exam score and the PD Specialist's Verification Visit™ score will be delivered to the Council online within 24 hours, Candidates can expect to receive their credentialing decision much faster in the CDA 2.0 credentialing process than ever before!

The R.O.R Model™

"R.O.R." stands for Review-Observe-Reflect, the tasks undertaken by the CDA Professional Development Specialist that contribute to the assessment of Candidate competency. During the Verification Visit™, the Specialist will:

- Review the contents of the Candidate's Professional Portfolio (formerly the Professional Resource File), training transcripts/certificates and Family Questionnaires.
- Observe the Candidate working with children, recording criterion evidence where applicable.

- Reflect with the Candidate, focusing on the Candidate's areas of strength or growth found in the Portfolio or seen in the Observation.

During the Visit, the Specialist will use the new Comprehensive Scoring Instrument to determine Competency Recommendations in each of the thirteen Functional Areas, using a combination of both Portfolio evidence and observable criteria.

Using an online scoring system, the PD Specialist will then submit the Competency Recommendation Scores to the Council. These scores, along with the Exam score, will be combined by the Council into a final Cumulative Score which will determine the credentialing decision.



Comparison of the Current and Future CDA Credentialing Processes

On the following page you will find a helpful Comparison Chart that will show you exactly which components of the CDA Credentialing process will change and which will stay the same as of June 1, 2013. Please review it carefully – we recommend reading it “vertically;” comparing each current Step to each future Step, in order to best see the differences and similarities.

Highlights to Notice

- The five-year limit on the 120 training hours will be removed. Any training or education taken by Candidates, at any point in their career, which falls within the required Eight Subject Areas, will be considered eligible. That said, the Council recommends that training occur close to the time of application to increase the likelihood that a Candidate will have retained the ECE practice knowledge needed to pass the CDA 2.0 Exam.
- The five-year limit on the 480 hours of experience working with young children will be reduced to three years. By ensuring that the work experience was completed more recently, the Candidate should be better able to pass the new CDA Exam and Direct Observation.
- Transcripts and/or Certificates of Training will no longer be sent to the Council for review. In the new model, the CDA Professional Development Specialist will review these documents as part of the Verification Visit.
- In the new model, Direct Observations will be performed by the CDA Professional Development Specialist during the Verification Visit rather than by an Advisor prior to application, as is currently practiced.
- CDA Professional Development Specialists will be chosen by the Candidate via a new online National Directory or by personal choice, rather than being assigned by the Council, as are current Council Representatives.

Comparison of the Current and Future CDA Credentialing Processes

Current CDA Credentialing Process

Step 1 Anytime before application	2 Within five years before application	3 Within six months before application	4 Application	5 Within three months of Council approval of completed application	6 After Verification Visit
<ul style="list-style-type: none"> Minimum of high school diploma / GED or Enrolled in a high school vocational program 	<ul style="list-style-type: none"> 120 hours of training in 8 subject areas 480 hours of experience 	<ul style="list-style-type: none"> Observation by CDA Advisor (chosen by Candidate) Professional Resource File (PRF) completed by Candidate Parent Questionnaires (PQ) gathered by Candidate 	<ul style="list-style-type: none"> Candidate sends to the Council: <ul style="list-style-type: none"> - Application - Fee - Transcripts and/or Certificates of training 	<ul style="list-style-type: none"> Verification Visit conducted by Council Representative (assigned by Council): <ul style="list-style-type: none"> - Early Childhood Studies Review exam - Oral Interview - Review of PRF and PQs 	<ul style="list-style-type: none"> Council Representative mails Verification Visit results to the Council Council awards or denies Credential

"CDA 2.0" Credentialing Process (As of June 1, 2013)

Step 1 Anytime before application	2 Within three years before application	3 Within six months before application	4 Application	5 Within 30 days of Council approval of completed application	6 After Verification Visit and CDA Exam
<ul style="list-style-type: none"> Minimum of high school diploma / GED or Enrolled in a high school vocational program 120 hours of education in 8 Subject Areas 	<ul style="list-style-type: none"> 480 hours of experience 	<ul style="list-style-type: none"> Professional Portfolio (PP) completed by Candidate Family Questionnaires (FQ) gathered by Candidate 	<ul style="list-style-type: none"> Candidate sends to the Council: <ul style="list-style-type: none"> - Application - Fee Candidate receives approval that application is complete and fee has been processed 	<ul style="list-style-type: none"> Verification Visit conducted by CDA Professional Development Specialist (chosen by Candidate): <ul style="list-style-type: none"> - Review of PP, FQs, transcripts/Certificates - Observation - Reflective Dialogue Candidate takes CDA Exam at a local PearsonVUE testing center 	<ul style="list-style-type: none"> Professional Development Specialist sends Verification Visit scores to the Council online PearsonVUE sends exam scores to the Council online Council awards or denies Credential

Learn more about



To help you learn more about CDA 2.0 and get answers to all of your questions, the Council is currently hosting free, live online bi-weekly Information Sessions through the release of CDA 2.0 on June 1, 2013. These one-hour online events will provide:

- Overviews of CDA 2.0, the new CDA Exam, the role of the CDA Professional Development Specialist and new application requirements
- A live question and answer session with Council staff

CDA 2.0 2012 Bi-Weekly Information Sessions (Wednesdays, 2:00 pm EST)

- November 28
- December 12
- 2013 Dates TBD

Please visit www.cdacouncil.org/infosessions to sign up. Each session is limited to 50 participants however we will make recordings available for those that cannot attend live. See you online!

To participate in the Information Sessions you will need a computer, internet access and a phone line. Sessions will be conducted using GoToMeeting.



The New *Professional Portfolio* Requirements

In CDA 2.0, the Professional Portfolio is intended to be a reflective professional development experience for Candidates. Candidates are encouraged to use and add to their Portfolios as they grow throughout their careers.

The Professional Portfolio-building experience should begin with (A) the collection of Resources. Next the Candidate (B) writes Reflective Statements of Competence using, at key points, many of the resources she/he collected. The experience culminates in (C) the writing of the Professional Philosophy Statement which summarizes her/his viewpoint and may take into account learning that occurred during the building of the Portfolio.

Note Regarding the Infant/Toddler Credential

In the current credentialing process, Candidates are required to be observed with all three age groups (young infants, mobile infants, toddlers). In CDA 2.0, only one Observation will be required. However, the Infant/Toddler Credential Candidate will be required to create a more extensive Professional Portfolio that addresses the needs of each of the three age groups, as you may notice, below (RC 3, RC 5, CG 1.2, CG 1.3).

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
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.
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.

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.
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

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).

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.

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.
- 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.

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.

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*).
9. Provide the name and contact information of your state's agency that regulates child care centers and homes. (Note: These regulations are available at the website of the National

Resource Center for Health and Safety in Child Care: <http://nrckids.org/STATES/states.htm>).
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

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.

B. The Reflective Statements of Competence

Prepare six written reflections on your own teaching practices. Each Reflective Statement must relate directly to one of the six Competency Goals (see below for specific requirements). Many of the Statements require the use of specific Resources in the Resource Collection, above, as the focus of that written reflection. Each Statement should be up to 500 words in length.

Competency Goal 1 *(To establish and maintain a safe, healthy learning environment):*

Begin your Reflective Statement about this Competency Goal with a paragraph describing how your teaching practices meet this Goal. Then write at least one paragraph on each of the following:

- CG 1.1 Reflect on the sample menu in the Resource Collection that you participated in serving and/or designing: If you designed the menu, how does it reflect your commitment to children's nutritional needs? If you served the menu but did not design it, what are its strengths and/or what would you change?
- CG 1.2 Reflect on the room environment in which your Observation will occur: How does the room design reflect the way you believe young children learn best? If the room was not designed by you, what do you see as its strengths and/or what would you change?

For Center-Based Infant/Toddler

Additionally, reflect on and describe the similarities and differences between room environments designed for infants as compared to toddlers.

- CG 1.3 Reflect on the weekly plan you included in your Resource Collection. How does this plan reflect your philosophy of what young children need on a weekly basis? If the plan was not designed by you, what do you see as its strengths and/or what would you change?

For Center-Based Infant/Toddler

Additionally, describe how you would adapt this weekly plan for use with each of the three age groups (young infants, mobile infants and toddlers).

Competency Goal 2 *(To advance physical and intellectual competence):*

Begin your Reflective Statement about this Competency Goal with a paragraph describing how your teaching practices meet this Goal. Then prepare at least one paragraph on each of the following:

- CG 2.1 Pick one of the nine learning experiences you chose for your Resource Collection. How does this experience reflect your philosophy of how to support young children's physical development?
- CG 2.2 Pick another of the nine learning experiences you chose for your Resource Collection. How does this experience reflect your philosophy of how to support young children's cognitive development?
- CG 2.3 Pick a third learning experience you chose for your Resource Collection. How does this experience reflect your philosophy of how to support young children's creative development?
- CG 2.4 In an additional paragraph, describe ways to promote the communication/ language development among all children including dual language learners.

Competency Goal 3 *(To support social and emotional development and to provide positive guidance):*

Begin your Reflective Statement about this Competency Goal with a paragraph describing how your teaching practices meet this Goal. Then prepare at least one paragraph on each of the following:

- CG 3.1 Describe some of the ways you support the development of children's positive self-concepts and growing social/emotional skills.
- CG 3.2 Reflect on your philosophy of guiding young children's *positive* behaviors. How is your professional philosophy similar or different from how you were guided as a child? How do you constructively deal with young children's *challenging* behaviors?

Competency Goal 4 *(To establish positive and productive relationships with families):*

Begin your Reflective Statement about this Competency Goal with a paragraph describing how your teaching practices meet this Goal. Then prepare at least one paragraph on each of the following:

- CG 4.1 How do you ensure that families are kept aware of what's happening in their child's daily/weekly life in your program?
- CG 4.2 How do you ensure that you are aware of what's happening in each child's home life? How does that awareness direct your teaching practices?

- CG 4.3 Reflect on the feedback you received in the Family Questionnaires you collected. Explain how the responses surprised you, confirmed your own reflections about yourself and/or gave you a new goal for professional growth*.

**Transition Guide Note:* In CDA 2.0, the Family Questionnaires will be designed to facilitate simple, clear feedback of Strengths/Areas for Future Professional Growth from families (parents). Candidates will read and reflect on the feedback prior to the Reflective Dialogue.

Competency Goal 5 *(To ensure a well-run, purposeful program that is responsive to participant needs):*

Begin your Reflective Statement about this Competency Goal with a paragraph describing how your teaching practices meet this Goal. Then write at least one paragraph that describes how you used the observation tool/form you included in the Resource Collection. Why are observation and documentation important parts of program management? How do you ensure that you are accurately/objectively observing and tracking each child's developmental and learning progress?

Competency Goal 6 *(To maintain a commitment to professionalism):*

Begin your Reflective Statement about this Competency Goal with a paragraph describing how your professional practices meet this Goal. Then:

- CG 6.1 Reflect on why you chose to become an early childhood professional.
- CG 6.2 Reflect on what you believe are the most important indicators of professionalism that you possess.

C. The Professional Philosophy Statement

The Professional Philosophy Statement is the final reflective task in the creation of your Professional Portfolio. Your goal is to summarize your professional beliefs and values about early childhood education *after* you have completed the professional development experience of designing your Portfolio by collecting resources and writing Reflective Statements of Competence. The Professional Philosophy Statement should be no more than two pages in length.

Identify your personal values and beliefs around teaching and learning: How do you believe young children learn? Based on this, explain what you believe your role is as their teacher/caregiver. Beyond teaching and learning, reflect and write about what you believe are the other important aspects of your role in the lives of children and families.



The Child Development Associate (CDA) Credential™ is the “best first step” because:

- 1. The CDA** brings vision and unity to the field about what professionals who work with young children should know and be able to do effectively in any setting – Center-Based Preschool, Infant & Toddler, Family Child Care and Home Visitor.
- 2. The CDA** is the only portable, reciprocal, competency-based, national credential recognized in all 50 states, territories, the District of Columbia, community colleges and the United States military.
- 3. The CDA** credentialing system is based on the knowledge of the nation’s leading scholars in early care and learning. Utilizing multiple sources of evidence, the CDA national credentialing system is the only comprehensive system of its kind that recognizes the essential competencies needed by entry-level and all early childhood professionals.
- 4. The CDA** is the only credit-bearing national credential that articulates to Associate degrees in most community college systems across the nation.
- 5. The CDA** is the only national, multi-language credentialing system that assesses educators in the language of their daily work.
- 6. The CDA is about to revolutionize entry-level credentialing once again!** On June 1, 2013, “CDA 2.0” will be released, streamlining and strengthening the process, making it even more valuable as a professional development experience.



The Reflective Dialogue Process

The CDA 2.0 Verification Visit will conclude with a 45-50 minute Reflective Dialogue between Candidate and PD Specialist. The purpose of the Dialogue is to support the Candidate's growing skills of professional reflection and goal-setting. The agenda of the Dialogue is as follows:

Welcome, Clarifications/Final (Anecdotal) Evidence-Gathering (up to 10 min.)

Welcome

1. The Professional Development Specialist (PDS) begins by welcoming the Candidate and reviewing the agenda, expectations and goals for the session by saying "We will be spending 50 minutes together. My role is to assist you as you reflect on your continuing professional growth and set new goals for yourself."

Clarifications

2. (Optional) The PDS uses this time to ask questions regarding any Items in the Comprehensive Scoring Instrument that may still need clarification after the Review and Observation. (i.e., "I wasn't able to read or observe anything about Nap Time. How do you make sure that it is 'a pleasant rest time for all children'?" or "I wasn't able to read or observe anything about how you facilitate meal times. Tell me about how you 'facilitate appropriate mealtime experiences'.")

Reflective Dialogue Introduction, Professional Philosophy Statement (10 min.)

Reflective Dialogue Introduction

3. The PDS introduces the Reflective Dialogue:
 - a. The reflective dialogue will not be scored.
 - b. There are no "right" or "wrong" answers in the discussion we're about to have.
4. The PDS asks the Candidate to turn to the Reflective Dialogue Worksheet found in the new CDA 2.0 Competency Standards book (to be released in early 2013). During the Reflective Dialogue, she/he will use the Worksheet to record important points to remember about her/his Areas of Professional Strength and Areas for Future Professional Growth. She will then refer to her Worksheet, at the end of the Dialogue, in preparation for setting goals and recording action steps.

Professional Philosophy Statement

5. The PDS and Candidate together review the Candidate's Professional Philosophy Statement.
6. The PDS asks, "In what ways does your teaching practice reflect your professional philosophy?" or "That's really powerful. How do you make your philosophy come alive?"

Candidate Self-Reflection (10 min.)

7. Areas of Professional Strength

- a. PDS: What do you think/believe are your greatest areas of strength as an early childhood professional?
- b. Why? How did you develop these areas of strengths?
- c. How do you think your areas of strength may positively impact the children and families in your care?

8. Areas for Future Professional Growth

- a. PDS: What do you think/believe are your greatest areas for future growth as an early childhood professional?
- b. Why do you think this area(s) is more challenging for you than the areas you mentioned as strengths?
- c. How do you think working on these areas for growth may positively impact the children and families in your care?

PDS Feedback (less than 10 min.)

9. One Area of Professional Strength

- a. PDS: Having reviewed your Portfolio and observed you working with children, here is the greatest area of professional strength I documented.
- b. How did you develop this strength?
- c. How do you think this strength may positively impact the children and families in your care?

10. One Area for Future Professional Growth

- a. Here is an area for future professional growth that I documented.

- b. How might growing in this area positively impact the children and families in your care?

Goal-Setting & Action-Planning, Close (10 min.)

Goal-Setting

11. PDS: “Using the areas of strength and future growth that you’ve identified and written down on your Reflective Dialogue Worksheet, let’s take some time to identify 1 – 3 professional development goals you might set for yourself.” (Note: Final goals are determined by Candidate, never by PDS)

Action-Planning

12. PDS: “How will you achieve these goals and by when? Let’s brainstorm some actions you might take and timelines for completion. Then you can write them in the appropriate spaces on your Worksheet.”
13. Candidate and PDS both sign statements at bottom of Worksheet. (Candidate commits to pursuing goals, PDS signs to verify completion of Reflective Dialogue)

Close

14. PDS: “Thank you for spending this time in the Reflective Dialogue with me. I hope you found it valuable. The Council would like to encourage you to share your goals with a mentor or your supervisor – someone who might hold you accountable and support you in successfully achieving them as you continue to grow as an early childhood professional.”

The CDA 2.0 Exam

- Candidates *will not* take the CDA 2.0 Exam online. PearsonVUE will be the Council's partner for delivering the CDA Exam at testing centers all over the country, beginning June 1, 2013 (military personnel abroad will use DANTES testing centers). Please visit www.pearsonvue.com/cdaexam to find the PearsonVUE testing centers nearest to you.
- The structure of the CDA Exam will be:
 - a. Candidates will be given the CDA Exam that matches the Credential type for which they applied. If the Candidate applied for the Preschool or the Family Child Care Credential, she/he will be given the *CDA Exam: Children 0-5*. If the Candidate applied for the Infant/Toddler Credential, she/he will be given the *CDA Exam: Children 0-3*.
 - b. Multiple forms of each Exam have been designed. The version given to any Candidate will be chosen at random by PearsonVUE. The CDA Exam will have 65 multiple-choice questions. Five of the questions will have a photo and a short narrative, followed by a multiple-choice question about each scenario.
 - c. The Candidate will have up to one hour and 45 minutes to complete the Exam. Please know that the recently-concluded Exam Pilot Test showed that 60 minutes was the average length of time it took to complete the Exam.
- The CDA Exam will be offered in both English and Spanish. Candidates may choose to take the Exam in either Spanish or English, regardless of the Language Specialization choice they may have made for their Verification Visit. Translator accommodations can also be made by Candidates wishing to pay an additional fee to take the Exam in any other language.
- The only computer-based skill needed to take the Exam is the ability to click a mouse. The Exam requires no scrolling, typing or even double-clicking.
- Please visit www.pearsonvue.com/pytc/ if your organization would like to learn more about becoming a PearsonVUE testing center. Organizations might consider becoming a testing center to facilitate the CDA Exam for Candidates in your community. Organizations might also consider collecting revenue by serving as the testing center for other national/regional exams.

The CDA Professional Development Specialist

Candidates will be assessed and mentored by CDA Professional Development Specialists. CDA PD Specialists will conduct Verification Visits with Candidates to assess competency and support teachers' growing skills. The PD Specialist will adopt many of the tasks of the current Council Representative and Advisor, maximizing the skills, knowledge and experience of advanced early childhood professionals around the nation.

Using the new R.O.R. Model™, The PD Specialist will bring the mentoring/coaching skills and ECE expertise needed to briefly facilitate the Candidate's self-reflection and professional development.

The PD Specialist will:

- **Review** the Candidate's Professional Portfolio, training transcripts/certificates and Family Questionnaires
- **Observe** the Candidate working with children and record criterion evidence
- **Reflect** with the Candidate, focusing on areas of strength or growth found in the Portfolio or seen in the Observation.

The PD Specialist will then submit Competency Recommendation Scores to the Council online. This score, combined with the results of the new CDA Exam, will contribute to the Candidate's final credentialing decision.

Eligibility

The eligibility requirements to become a PD Specialist are the same as current CDA Representative requirements, found on the Council's website at cdacouncil.org/rep-eligibility. Additionally, PD Specialists must have access to the Internet and an active email account. All currently active Reps are immediately eligible and are invited to sign up to take the training to become PD Specialists (*Reps – if interested, your first required step is to click on the "mailing list" link on the next page to add your name to the list, if you have not done so already*).

The Council is aware that a few long-time, effective CDA Advisors might not meet the eligibility requirements. The Council is currently developing an additional policy and set of criteria that

would allow these Advisors to be eligible to become CDA PD Specialists. Please add your name to the Prospective PD Specialist mailing list, found at www.cdacouncil.org/cda2013, to be the first to hear about these new details as they are finalized in the coming months.

Training

Beginning in early 2013, the Council will provide all of the necessary training and resources through convenient online modules. The Council is pleased to offer the training free of charge for the first year of the program.

Conflict of Interest

Because of some of the unique differences between the roles of the current Council Representative and the future PD Specialist, the Council needed to revise our Conflict of Interest policy to create a solution that both supports the validity of the credentialing process and provides flexibility to the many, varied training scenarios that are enacted across the country. With these two goals in mind, the Council places the following restrictions on who may serve as a CDA Professional Development Specialist:

Relationships with Candidates that are unacceptable for serving in the PD Specialist role:

- Immediate relative (mother, father, sibling, spouse, son, daughter)
- Current direct supervisor
- Co-worker in same group/classroom

Any PD Specialist in any of the three relationships listed above may not, under any circumstances, serve as a PD Specialist for that Candidate. However, there are many other types of relationships which will require both the Candidate and prospective PD Specialist to carefully consider any potential conflict of interest. Some examples of these relationships are listed below.

Relationships that bear ethical consideration by both Candidate and PD Specialist:

- Indirect supervisory role
- Trainer, either indirect or direct
- Any person or representative of an organization that has financial/contractual considerations related to the Candidate or may benefit in any way from a credentialing outcome
- Employer

- Co-employee in the same facility, not in the same group/classroom
- Peer/friend
- Any person who may have a personal or professional bias toward or against a specific Candidate or group of Candidates
- Licensing agent

The Council will not exclude any person with a relationship that may fall in one or more of the categories in the “ethical considerations” list, above, from applying, but reserves the right to enact further inquiries and end the service of a PD Specialist and/or application of a Candidate at any time should a question of conflict arise. **Please note that every PD Specialist and Candidate will be asked to sign a Statement of Ethics.**

Honorariums

PD Specialists will receive a \$100 honorarium for each completed Verification Visit.

How do I learn more?

To sign up to receive more information about the upcoming PD Specialist program, as it becomes available, please visit cdacouncil.org/cda2013

“advisor” and “CDA Advisor”

As you know, CDA 2.0 will incorporate changes to the CDA assessment roles and responsibilities. Currently, the Candidate chooses a *CDA Advisor* to perform a Direct Observation and, in the final stages of the assessment process, is joined by a Council-assigned *Council Representative* who facilitates the Verification Visit.

The Council understands that in the early childhood field, many training organizations and community colleges offer their own professional development advisors to CDA Candidates. In addition to providing on-going technical assistance and mentoring, these individuals often serve as the CDA Advisor who performs the Direct Observation.

In order to decrease confusion, it is important to understand these two similar terms and roles moving forward. While the new CDA Professional Development Specialist will conduct the Candidate’s official Direct Observation and Reflective Dialogue during the Verification Visit, the Council encourages training organizations to continue offering their own advisors to coach, mentor and perhaps provide ongoing observations and feedback throughout a Candidate’s training experience. We appreciate any organization that provides this valuable adult learning and professional development service to Candidates.

The Upcoming 2013 Transition

In order to accommodate the varied needs of the CDA Community and respect the amount of time it takes Candidates to prepare to apply, the following Transition Plan will be enacted:

- Any Candidate whose application is received by the Council with a postmark date on or before May 31, 2013 will use the current CDA Credentialing process (as outlined in the accompanying Comparison Chart). The Candidate will be assigned a Council Representative who will conduct the Verification Visit, even if that Visit takes place after June 1. All applications using the current CDA Credentialing process, that therefore include Verification Visits by Council Reps, will be completed by August 31, 2013. No exceptions will be made.
- Any Candidate whose application is received by the Council with a postmark date on or after June 1, 2013 will use the “CDA 2.0” Credentialing process (as outlined in the accompanying Comparison Chart). The Candidate will need to choose a CDA Professional Development Specialist to conduct the Verification Visit and will need to take the CDA Exam at a local PearsonVue testing center.

Application Packets and Competency Standards Books

Any Candidate who applies by May 31 will use the current application packet. Candidates planning to apply June 1 or after will be required to purchase a new application packet that has been revised to reflect the new procedures. These new application packets and the included revised Competency Standards books will be available for sale in early 2013.

The Professional Resource File (PRF):

The Council is very aware of all of the hard work that Candidates go through to create their PRFs. Therefore, if a Candidate has already prepared a PRF (Competency Statements and Resource Collection) but applies after June 1, the Council will still accept the PRF until December 1, 2013, provided that it has been prepared within six (6) months of application.

A Note to Community Colleges & Training Organizations that Operate on a “School Calendar” (ex. September, 2012 – May, 2013):

If your organization currently provides the CDA Advisor service that includes the Direct Observation of Candidates working with young children, it is critical that your Candidates complete and submit their applications **by May 31**. This will ensure that the Observations performed by your CDA Advisors will be used as part of the current credentialing procedures.

Partnering

with
the COUNCIL
for
PROFESSIONAL
RECOGNITION

Partnerships are formalized relationships between the Council and any other organizations that support the professional development of early care and education professionals.

Benefits of Partnering:

- A dedicated Council staff person will answer all of your questions within 24 hours - guaranteed
- A special discount on all CDA publications
- Council staff will work with you to review your course syllabi to ensure alignment with the CDA Subject Areas
- Support to embed the CDA into your curricula, professional development system or QRIS
- Collaboration with community colleges to build articulation pathways between the CDA and Associate Degrees
- A quarterly newsletter to all partners that provides the latest CDA news and customized highlights of each partner's program, website and services



For more information

Email us at
partnerships@cdacouncil.org

Additional Frequently Asked Questions

TOPIC	QUESTION	ANSWER
CDA 2.0	How was the new system created?	The development of the updated CDA system began two years ago as a response to the feedback and suggestions that we received from countless members of the national CDA community. We then worked with panels of early childhood subject matter experts, CDA and instructional practitioners, psychometricians and Council staff who contributed thousands of hours of expertise and perspectives on the numerous components of the system, such as writing and testing new exam questions, updating and testing the observation tool, and redesigning the Verification Visit to make it more valuable for Candidates.
	Will the Competency Goals and Functional Areas change?	No, the six Competency Goals and 13 Functional Areas, the cornerstones of the CDA credentialing system for decades, will not change. The experts who helped create CDA 2.0 examined the Goals and Functional Areas and all agreed that they remain the relevant competencies of contemporary child care.
	Is CDA 2.0 “better” than the current system?	The current system continues to be the best early childhood professional credentialing system in the country. “CDA 2.0” reflects the Council’s commitment to align the content and processes of the CDA Credential with current best practices in early childhood education to strengthen the Candidate’s professional development experience by streamlining it and making it easier for them to understand and navigate.

PD Specialists	Must the PD Specialist perform the R.O.R. Process in a single four-hour period?	The PD Specialist, in coordination with the Candidate, will have the flexibility to schedule the one hour Review of materials any time before or after the two hour Observation . The Reflect session must occur last – immediately following the Observation, later in the day (for example, Nap Time) or on another day that week (for example, on Saturday). However, <i>all three steps must be completed within 7 consecutive days</i> .
Publications	What materials will be available to help me through the new process?	The Council will release new Competency Standards books in early 2013 that will offer complete details about CDA 2.0. The <i>Essentials</i> textbook is being rewritten and is expected to be released alongside CDA 2.0. The new <i>Essentials</i> will contain comprehensive text on each of the 13 Functional Areas as well as information on reflection, intentionality, observation and documentation.
Accommodations	Will accommodations be made for Candidates with special circumstances (remote locations, ADA accessibility, etc.)?	The Council assesses all eligible CDA Candidates. The Council will work individually with each Candidate facing special circumstances and/or needs in order to provide an opportunity for a fair and standardized assessment.

Settings	Is the new system only for the center-based preschool setting?	<p>The new system will apply to the following settings and specialization: Center-Based - Infant/Toddler & Preschool, Family Child Care, Monolingual Spanish and Bilingual.</p> <p>Home Visitors will continue to use the unique credentialing system that has been in effect since September, 2012.</p>
Assessment Fee	Will the assessment fee increase?	<p>The Council is proud that the \$325 assessment fee has never been increased once in over 27 years. However, due to rising operating costs and unique new costs associated with administering the CDA 2.0 credentialing system, the assessment fee will be increased to \$425 beginning on September 1, 2013.</p>
Training During the Transition	I have been trained in the current system but will be assessed after the new system starts. Will this be a problem?	<p>No, not at all. The vast majority of your training content revolves around early childhood best practices in the six Competency Goals and 13 Functional Areas. Since these have not changed at all, your training and experience will set you up for success in the new Exam and Verification Visit just as effectively.</p> <p>The Council will still accept your PRF through December 1, 2013 so there is no need to redo your work to meet the new PP requirements.</p>

Second Settings	Will “Second Setting” Credentials still be available in CDA 2.0?	<p>No. Each CDA Credential will include a Professional Portfolio and CDA Exam uniquely focused on one age group (Preschool, Infant/Toddler). Therefore, a second full credentialing process will need to be undertaken in order to verify teacher competency with that age group.</p> <p>The only exception relates to the 120 hours of required education. Any “general” courses (not specific to an age group) used for the first Credential could also be used for the second Credential. Examples include “Child Development 101,” “Working with Families,” or “Being a Child Care Professional”.</p>
Renewals	Will the CDA Renewal process remain the same?	The process and requirements will remain the same. However, each CDA Credential issued after June 1, 2013 will need to be renewed every <i>three</i> years in order to ensure that holders of the Credential continue their professional development and remain informed about the current research, theory and practices of the ECE field.
	Will there still be a “grace period” for renewals?	As of June 1, 2013, Credentials must remain current and be renewed by the expiration date listed on the Credential. “Grace periods” will no longer be allowed as of June 1, 2013.
Bilingual Specialization	Will bilingual specialization requirements remain the same in CDA 2.0?	Bilingual specialization requirements will be aligned with the new CDA credentialing process. Full details will be made available in the revised <i>Competency Standards</i> books, which will be released in early 2013.

For Further Information

Sign Up for the CouncilLINK Newsletter

Be sure to keep up with all the news from the Council. CouncilLINK, our monthly newsletter, is our primary way to provide you with the most current information you need to succeed! If you are not yet on our emailing list, please sign up: www.cdacouncil.org/newsletter.

Visit the Council Website

Our website is the best place to go for information about CDA 2.0 as well as upcoming recruitment information for Professional Development Specialists. To keep up on all the latest information, please visit www.cdacouncil.org/cda2013.

Attend a Bi-Weekly Information Session

The Council is offering online information sessions every other week to listen to your suggestions and answer your questions about CDA 2.0. To sign up for a session please visit www.cdacouncil.org/infosessions.

Meet Us in Person

Council staff will host sessions about Professional Development Specialists and the entire CDA 2.0 process at the NAEYC Annual Conference in Atlanta in November. Also, if you are ever in the Washington, D.C. area, please stop by – we'd love to meet you!

Email Us

Have other CDA 2.0-related questions or concerns? Please feel free to contact Richard Cohen, Director of Communications, Partnerships and New Initiatives, at richardc@cdacouncil.org or Mary LaMantia, Manager of the CDA Professional Development Specialist Program, at maryl@cdacouncil.org.