COUNCIL
for
PROFESSIONAL
RECOGNITION

Information for the
Early Childhood Education (ECE) Reviewer

Eligibility Requirements for Center-Based and Family Child Care Settings and Recommendation Criteria

Child Development Associate®

CDA

National Credentialing Program

Council for Professional Recognition

1441 L Street, NW, Suite 600, Washington, DC 20005

(800) 424-4310

Visit the Council's Website at **www.cdacouncil.org**.

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Renewal candidates must select an early childhood professional to serve as their Early Childhood Education (ECE) Reviewer. **The role of the ECE Reviewer is twofold:**

1. **To verify that the renewal candidate has worked at least 80 hours with children, in the setting of their original credential, within the past year; and,**

2. **Complete a recommendation based on their work with these children.** The person selected as the ECE Reviewer must meet the experience and education requirements included in this booklet.

Eligibility Requirements

Center-Based and Family Child Care Early Childhood Education Reviewer

The Early Childhood Education (ECE) Reviewer must meet **one of the following** sets of education and experience options:

Education and Experience

Option I

1. B.A., B.S., or advanced degree in early childhood education/child development or home economics/child development from an accredited college or university. Must include 12 college credits covering children ages 0 to 5 years.

2. Two years of experience in a child care setting serving children ages 0 to 5 years, including:

   - **One year** of experience working directly with children in the same age range as the children in renewal candidate's setting as a caregiver, teacher, child life worker, social worker, or similar role; and

   - **One year** of responsibility for the professional growth of another adult.

Option II

1. Associate level (2-year) degree in early childhood education/child development or home economics/child development from an accredited college or university. Must include 12 college credits covering children ages 0 to 5 years.

2. Four years of experience in a child care setting in a program serving children ages 0 to 5 years, including:

   - **Two years** of experience working directly with children in the same age range as the children in renewal candidate's setting as a caregiver, teacher, child life worker, social worker, or similar role; and

   - **Two years** of responsibility for the professional growth of another adult.

Option III

1. A valid (indicating active status) national CDA® credential.
2. Twelve college credits or 180 clock hours of training in early childhood education or child development at an accredited college or university, covering children ages 0 to 5 years.
3. Six years of experience in a child care setting serving children ages 0 to 5 years, including:
   - **Four years** working directly with children in the same age range as the children in renewal candidate's setting as a caregiver, teacher, child life worker, social worker, or similar role; and
   - **Two years** of responsibility for the professional growth of another adult.

Conflict of Interest

To promote objectivity and credibility, an individual serving as the CDA® renewal candidate's Early Childhood Education (ECE) Reviewer must:

1. Not be working as a co-teacher with the renewal candidate on a daily basis in the same room or group.
2. Not be the relative of a child in the renewal candidate's care at any time during the renewal process.
3. Not be related by blood or marriage or other legal relationship to the renewal candidate.

Criteria for the Candidate's Recommendation

When submitting the recommendation, the ECE Reviewer needs to make sure to:

- Verify that the renewal candidate has worked at least 80 hours with children (within the setting of their original credential) within the past year.
- Attest to the renewal candidates performance with children **based on the six CDA® Competency Goals and 13 Functional Areas** (see applicable chart)
- Recommend the candidate for renewal of the CDA credential.

Infant-Toddler CDA® Competency Standards At-A-Glance

Competency Goals	Functional Area	Definitions
I. To establish and maintain a safe, healthy learning environment	**1. Safe**	Candidate provides a safe environment and teaches children safe practices to prevent and reduce injuries.
	2. Healthy	Candidate provides an environment that promotes health and prevents illness, and teaches children about good nutrition and practices that promote wellness.
	3. Learning Environment	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.
II. To advance physical and intellectual competence	**4. Physical**	Candidate uses a variety of developmentally appropriate equipment, learning experiences and teaching strategies to promote the physical development (fine motor and gross motor) of all children.
	5. Cognitive	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.
	6. Communication	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.
	7. Creative	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 individual creative abilities.
III. To support social and emotional development and to provide positive guidance	**8. Self**	Candidate develops a warm, positive, supportive and responsive relationship with each child and helps each child learn about and take pride in their individual and cultural identity.
	9. Social	Candidate helps each child function effectively in the group, learn to express feelings, acquire social skills, and make friends, and promote mutual respect among children and adults.
	10. Guidance	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.
IV. To establish positive and productive relationships with families	**11. Families**	Candidate establishes a positive, responsive, 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 their family.
V. To ensure a well-run, purposeful program that is responsive to participant needs	**12. Program Management**	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.
VI. To maintain a commitment to professionalism	**13. Professionalism**	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.

Preschool CDA® Competency Standards At-A-Glance

Competency Goals	Functional Area	Definitions
I. To establish and maintain a safe, healthy learning environment	**1. Safe**	Candidate provides a safe environment and teaches children safe practices to prevent and reduce injuries.
	2. Healthy	Candidate provides an environment that promotes health and prevents illness, and teaches children about good nutrition and practices that promote wellness.
	3. Learning Environment	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.
II. To advance physical and intellectual competence	**4. Physical**	Candidate uses a variety of developmentally appropriate equipment, learning experiences and teaching strategies to promote the physical development (fine motor and gross motor) of all children.
	5. Cognitive	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.
	6. Communication	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.
	7. Creative	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 individual creative abilities.
III. To support social and emotional development and to provide positive guidance	**8. Self**	Candidate develops a warm, positive, supportive and responsive relationship with each child and helps each child learn about and take pride in their individual and cultural identity.
	9. Social	Candidate helps each child function effectively in the group, learn to express feelings, acquire social skills, and make friends, and promote mutual respect among children and adults.
	10. Guidance	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.
IV. To establish positive and productive relationships with families	**11. Families**	Candidate establishes a positive, responsive, 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 their family.
V. To ensure a well-run, purposeful program that is responsive to participant needs	**12. Program Management**	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.
VI. To maintain a commitment to professionalism	**13. Professionalism**	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.

Birth to Five CDA® Competency Standards At-A-Glance

Competency Goals	Functional Area	Definitions
I. To establish and maintain a safe, healthy learning environment	**1. Safe**	Candidate provides a safe environment and teaches children safe practices to prevent and reduce injuries.
	2. Healthy	Candidate provides an environment that promotes health and prevents illness, and teaches children about good nutrition and practices that promote wellness.
	3. Learning Environment	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.
II. To advance physical and intellectual competence	**4. Physical**	Candidate uses a variety of developmentally appropriate equipment, learning experiences and teaching strategies to promote the physical development (fine motor and gross motor) of all children.
	5. Cognitive	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.
	6. Communication	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.
	7. Creative	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 individual creative abilities.
III. To support social and emotional development and to provide positive guidance	**8. Self**	Candidate develops a warm, positive, supportive and responsive relationship with each child and helps each child learn about and take pride in their individual and cultural identity.
	9. Social	Candidate helps each child function effectively in the group, learn to express feelings, acquire social skills, and make friends, and promote mutual respect among children and adults.
	10. Guidance	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.
IV. To establish positive and productive relationships with families	**11. Families**	Candidate establishes a positive, responsive, 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 their family.
V. To ensure a well-run, purposeful program that is responsive to participant needs	**12. Program Management**	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.
VI. To maintain a commitment to professionalism	**13. Professionalism**	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.

Family Child Care CDA® Competency Standards At-A-Glance

Competency Goals	Functional Area	Definitions
I. To establish and maintain a safe, healthy learning environment	**1. Safe**	Candidate provides a safe environment and teaches children safe practices to prevent and reduce injuries.
	2. Healthy	Candidate provides an environment that promotes health and prevents illness, and teaches children about good nutrition and practices that promote wellness.
	3. Learning Environment	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.
II. To advance physical and intellectual competence	**4. Physical**	Candidate uses a variety of developmentally appropriate equipment, learning experiences and teaching strategies to promote the physical development (fine motor and gross motor) of all children.
	5. Cognitive	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.
	6. Communication	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.
	7. Creative	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 individual creative abilities.
III. To support social and emotional development and to provide positive guidance	**8. Self**	Candidate develops a warm, positive, supportive and responsive relationship with each child and helps each child learn about and take pride in their individual and cultural identity.
	9. Social	Candidate helps each child function effectively in the group, learn to express feelings, acquire social skills, and make friends, and promote mutual respect among children and adults.
	10. Guidance	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.
IV. To establish positive and productive relationships with families	**11. Families**	Candidate establishes a positive, responsive, 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 their family.
V. To ensure a well-run, purposeful program that is responsive to participant needs	**12. Program Management**	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.
VI. To maintain a commitment to professionalism	**13. Professionalism**	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.

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Submitting the Recommendation

Candidates Applying Online

If the candidate is applying online, the ECE Reviewer will need to provide the candidate with their email address. A recommendation request will be sent to the email address provided. The ECE Reviewer will submit the recommendation via a link contained in the email that will access the candidates online application.

Please note: the system works best with a personal email like a Yahoo, Gmail, or Hotmail. If a work email is provided, make sure that the security settings on the computer being used will allow emails to be received form *info@yourcouncil.org*.

Candidates Applying with a Paper Application

When applying using a paper application, the ECE Reviewer submits the recommendation by completing Section D of the CDA® renewal application.

Audit Process

If a candidate's application is selected for audit, all submitted documentation, including work experience verification documentation, will be reviewed. If the experience documentation or work experience does not meet the Council's requirements, the ECE Reviewer may be contacted for quality assurance purposes.