



Title of Training:

Credit Hours:

Request Date:

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Summary

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Target Audience

<input type="checkbox"/> Practitioners of Infants and Toddlers	<input type="checkbox"/> Home Providers and Staff
<input type="checkbox"/> Program Administrators, Directors, Owners	<input type="checkbox"/> Preschool Directors and Staff
<input type="checkbox"/> Preschool Teachers	<input type="checkbox"/> Parents and Families
<input type="checkbox"/> Practitioners of Children with Special Needs	<input type="checkbox"/> Food Service Personnel
<input type="checkbox"/> School Age Care	<input type="checkbox"/> Board Members
<input type="checkbox"/> Other	<input type="checkbox"/> Center/Preschool/Head Start Directors/Program Administrators/Assistant Directors
<input type="checkbox"/> Policy and Regulatory Staff	<input type="checkbox"/> Centers Employees
<input type="checkbox"/> Center Directors and Staff	

Content Pertains to

<input type="checkbox"/> Infant/Toddler	<input type="checkbox"/> Children with Special Needs
<input type="checkbox"/> Preschool (3-5)	<input type="checkbox"/> Program Administration/Business Practices
<input type="checkbox"/> School Age (5-8)	<input type="checkbox"/> Other Specialized Content
<input type="checkbox"/> School Age (9-12)	<input type="checkbox"/> Other

Competency Area

<input type="checkbox"/> Competency Area 1: Promoting Child Development and Learning
<input type="checkbox"/> Competency Area 2: Building Family and Community Relationships
<input type="checkbox"/> Competency Area 3: Observing, Documenting, and Assessing to Support Children and Families
<input type="checkbox"/> Competency Area 4: Using Developmentally Effective Approaches to Connect with Children and Families
<input type="checkbox"/> Competency Area 5: Using Content Knowledge to Build Meaningful Curriculum
<input type="checkbox"/> Competency Area 6: Becoming a Professional

Competency Level

Action Level 1-Progressing Professional

Level 2-Skilled Professional

Level 3-Mastery Professional

CDA Subject Area

1. Planning a safe, healthy, learning environment.

2. Steps to advance children's physical and intellectual development.

3. Positive ways to support children's social and emotional development.

4. Strategies to establish productive relationships with families.

5. Strategies to manage an effective program operation.

6. Maintaining a commitment to professionalism.

7. Observing and recording children's behavior.

8. Principles of child development and learning.

This Class Meets Requirements for

Action National Administrator Credential (NAC)

CACFP Training Requirements

Iowa Early Learning Standards Addressed (Infants/Toddlers)

1.1 Infants and toddlers display a positive sense of self

1.2 Infants and toddlers show increasing awareness of and ability to express emotions in socially and culturally appropriate ways.

1.3 Infants and toddlers relate positively with significant adults.

1.4 Infants and toddlers respond to and initiate interactions with other children.

2.1 Infants and toddlers participate in healthy and safe living practices.

2.2 Infants and toddlers develop large motor skills.

2.3 Infants and toddlers develop small motor skills.

3.1 Infants and toddlers express curiosity and initiative in exploring the environment and learning new skills.

3.2 Infants and toddlers purposefully choose, engage, and persist in play, experiences, and routines.

3.3 Infants and toddlers purposefully demonstrate strategies for reasoning and problem solving.

3.4 Infants and toddlers engage in play to learn.

4.1 Infants and toddlers demonstrate a sense of belonging within their family, program, and other social settings or groups.

4.2 Infants and toddlers demonstrate a strong sense of self within their culture

4.3 Infants and toddlers explore new environments with interest and recognize familiar places.

<input type="checkbox"/> 5.1 Infants and toddlers participate in a variety of sensory and art-related experiences.
<input type="checkbox"/> 5.2 Infants and toddlers participate in a variety of rhythm, music, and movement experiences.
<input type="checkbox"/> 5.3 Infants and toddlers engage in dramatic play experiences.
<input type="checkbox"/> 6.1 Infants and toddlers understand and use communication and language for a variety of purposes.
<input type="checkbox"/> 6.2 Infants and toddlers engage in early reading experiences.
<input type="checkbox"/> 6.3 Infants and toddlers engage in early writing experiences.
<input type="checkbox"/> 7.1 Infants and toddlers show increasing understanding of comparisons and amount, including use of numbers and counting.
<input type="checkbox"/> 7.2 Infants and toddlers begin to recognize patterns.
<input type="checkbox"/> 7.3 Infants and toddlers show increasing understanding of spatial relationships.
<input type="checkbox"/> 8.1 Infants and toddlers gather and interpret information from the environment around them.
<input type="checkbox"/> 8.2 Infants and toddlers use reasoning to make sense of information in their environment.
<input type="checkbox"/> 8.3 Infants and toddlers share information and understanding about experiences in the environment.
Iowa Early Learning Standards Addressed (Preschool)
<input type="checkbox"/> 1.1 Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.
<input type="checkbox"/> 1.2 Children show increasing ability to regulate behavior and express emotions in appropriate ways.
<input type="checkbox"/> 1.3 Children relate positively with significant adults.
<input type="checkbox"/> 1.4 Children respond to and initiate appropriate interactions with other children, and form positive peer relationships.
<input type="checkbox"/> 2.1 Children understand healthy and safe living practices.
<input type="checkbox"/> 2.2 Children develop large motor skills.
<input type="checkbox"/> 2.3 Children develop small motor skills.
<input type="checkbox"/> 3.1 Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.
<input type="checkbox"/> 3.2 Children purposefully choose and persist in experiences and play.
<input type="checkbox"/> 3.3 Children demonstrate strategies for reasoning and problem solving.
<input type="checkbox"/> 3.4 Children engage in play to learn.
<input type="checkbox"/> 4.1 Children demonstrate an increasing awareness of belonging to a family and community.
<input type="checkbox"/> 4.2 Children demonstrate an increasing awareness of culture and diversity.
<input type="checkbox"/> 4.3 Children demonstrate an increasing awareness of the environment in which they live, especially how people (including themselves) relate to that environment.

4.4 Children demonstrate an increasing awareness of past events and how these events relate to one's self, family, and community.

5.1 Children participate in a variety of art and sensory-related experiences.

5.2 Children participate in a variety of music and movement experiences.

5.3 Children engage in dramatic play experiences.

6.1 Children understand and use communication and language for a variety of purposes

6.2 Children engage in early reading experiences.

6.3 Children engage in early writing experiences.

7.1 Children understand counting, ways of representing numbers, and relationships between quantities and numerals.

7.2 Children understand patterns.

7.3 Children understand shapes and spatial relationships.

7.4 Children understand comparisons and measurements.

7.5 Children demonstrate the process of data analysis by sorting and classifying, asking questions, and finding answers.

8.1 Children gather information and conduct investigations to address their wonderings and test solutions to problems.

8.2 Children use reasoning to make sense of information and design solutions to problems in their environment.

8.3 Children share information and understanding about experiences in their environment.