

# Creating a CDA Course and Event in the Registry

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As a provider of CDA coursework in Pennsylvania’s PD Registry, please review the clarifications below pertaining to Community CDA (Non-credit) Courses and Events within the PD Registry

## CDA Course in PA PD Registry

1. The course must be listed as a single 120-hour CDA course.
2. The standards and objectives addressed in the 120- hour course must align with the ECE Level I of the Professional Standards and Competencies for Early Childhood Educator and are listed in the Course Level and Learning Objectives/Competence Alignment section.
3. The participants must be registered for the course in the PD Registry to be considered actively enrolled in a CDA Program.

## Evidence of Active Enrollment in a CDA Course for Participants:

1. Course is listed as Registered within the participants My PD tab.
2. Proof of enrollment: Email from the instructor sent via the PD Registry.

## Course Level and Learning Objectives/ Competency Alignment

The goal of alignment between course level and learning objectives is to assure coursework obtained from the PD Registry can be linked to specific competencies under each Standard Area. The expectation is that the chosen objectives will be addressed within the course to an extent that the participant can demonstrate competency at the course level selected in the chosen objectives.

1. Select Course Level C2: Knowledge Application: At this level course participants are expected to not only understand content but also apply newly learned competencies within the allotted course time and implement within their daily practice once the course is completed.
2. Assign course hours to the following Professional Standard Areas and select at minimum, the objectives listed below. Additional objectives may be used based on the content.

## Professional Standard Area 1 Child Development and Learning in Context

1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social, and emotional, and linguistic domains, including bilingual/multilingual development.

- Identify fundamental theoretical models of developmental periods of early childhood across physical, cognitive, social, emotional, and linguistic domains (C 1)
- Identify critical aspects of brain development including executive function, learning motivation, and life skills (C 1)
- Identify biological, environmental, protective, and adverse factors that impact children’s development and learning (C 1)
- Know the importance of social interaction, relationships, and play (C 1)

1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning, and with the capacity to make choices.

- Identify how each child develops as an individual (C 1)
- Engage in responsive, reciprocal relationships with babies, toddlers, preschoolers, and children in early school grades (C 2)
- Identify individual characteristics of each child through family and community relationships, observation, and reflection (C 1)
- Describe developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural, and linguistic variations of young children (C 1)

1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

- Identify family, social, cultural and community influences on children’s learning and development (C 1)
- Identify structural inequities and trauma that adversely impact young children’s learning and development (C 1)
- Know that quality early childhood education influences children’s lives (C 1)

1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.

- Support the implementation of early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally, and linguistically responsive, supportive, and challenging for each child (C 2)

## Professional Standard Area 2 Family–Teacher Partnerships and Community Connections

2a: Know about, understand, and value the diversity of families.

- Identify and understand diverse characteristics of families and the many influences on families (C 1)
- Identify stages of parental and family development (C 1)
- Identify some of the ways that various socioeconomic conditions; family structures, relationships, stressors, adversity, and supports; home languages, cultural values and ethnicities create the context for young children’s lives (C 1)

- Identify that children can thrive across diverse family structures and that all families bring strengths (C 1)

2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.

- Identify the importance of having respectful, reciprocal relationships with families (C 1)
- Recognize families as the first and most influential “teachers” in their children’s learning and development (C 1)
- Affirm and respect families’ cultures, religious beliefs, language(s) (including dialects), various structures of families and different beliefs about parenting (C 2)
- Identify effective strategies for building reciprocal relationships and use those to learn with and from family members (C 1)
- Initiate and begin to sustain respectful relations with families and caregivers that take families’ preferences, values, and goals into account (C 2)

2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

- Identify types of community resources that can support young children’s learning and development and to support families (C 1)
- Partner with colleagues to help assist families in finding needed community resources (C 2)

### Professional Standard Area 3 Child Observation, Documentation, and Assessment

3a: Understand that assessments (formal and informal, formative, and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

- Identify the central purposes of assessment (C 1)
- Understand that observation and documentation are central practices in assessment (C 1)
- Understand assessment as a positive tool to support young children’s learning and development (C 1)

3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.

- Identify common types of assessments that are used in early learning settings (C 1)
- Identify the components of an assessment cycle including the basics of conducting systematic observations (C 1)

3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

- Identify the appropriateness of features of assessments for the developmental stage, culture, language, and abilities of the children being assessed (C 1)
- Support the use of assessment related activities in curriculum and in daily routines to facilitate authentic assessment and to make assessment an integral part of professional practice (C 2)
- Identify that assessments must be selected or modified to identify and support children with differing abilities (C 1)
- Identify legal and ethical issues connected to assessment practices (C 1)
- Identify implicit bias or the potential for implicit bias in one’s own assessment practices and use of assessment data (C 3)

3d: Build assessment partnerships with families and professional colleagues.

- Partner with families and other professionals to support assessment-related activities (C 2)
- Support young children as part of IFSP and IEP teams (C 2)

## Professional Standard Area 4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.

- Establish positive and supportive relationships and interactions with young children (C 2)
- Identify ways that each child brings individual experiences, knowledge, interests, abilities, culture, and languages to the early learning setting (C 1)
- Support a classroom culture that respects and builds on all that children bring to the early learning setting (C 2)

4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

- Identify teaching practices that are core to working with young children including differentiating instruction for individual children and groups of children, using play in teaching practices, and using teaching practices that build young children's executive function skills (C 1)
- Use teaching practices with young children that are appropriate to their C of development, their individual characteristics, and the sociocultural context in which they live (C 2)

4c: Use a broad repertoire of developmentally appropriate, culturally, and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

- Use developmentally appropriate, culturally, and linguistically relevant teaching practices to facilitate development and learning and classroom management (C 2)

## Professional Standard Area 5 Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

5b: Understand pedagogical content knowledge— how young children learn in each discipline —and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area.

- Recognize that there are different ways that young children learn across content areas and that instructional decisions should be responsive to how children learn (C 1)

5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.

- Identify early learning standards relevant to the state and/ or early learning setting (C 1)
- Support implementation of curriculum across content areas for birth- age 8 settings (C 2)

- Support implementation of curriculum that counters biases and stereotypes, fosters young children’s interest in the content areas, and facilitates individual and group learning in birth-age 8 settings (C 2)

## Professional Standard Area 6 Professionalism as an Early Childhood Educator

6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

- Identify as a committed professional in the early childhood education field (C 1)
- Be a member of a professional early childhood education organization (at the local, state, or national C) (C 2)
- Identify basic professional and policy issues in the profession, such as compensation and financing of the early education system; standards setting and assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities, and colleagues (C 1)
- Advocate for resources and policies that support young children and their families as well as for early childhood educators, with a primary focus on advocacy within the early learning setting (C 2)
- Advocate for resources and policies that support young children and their families as well as for early childhood educators, within early learning settings as well as in broader contexts such as at the local, state, federal or national Cs (C 1)

6b: Know about and uphold ethical and other early childhood professional guidelines. Early childhood educators have a compelling responsibility to know about and uphold ethical guidelines, federal and state regulatory policies, and other professional standards because young children are at a critical point in their development and learning and because children are vulnerable and cannot articulate their rights and needs.

- Identify the core tenets of the NAEYC Code of Ethical Conduct and abide by its ideals and principles (C 1)
- Practice confidentiality, sensitivity and respect for young children, their families, and colleagues (C 2)
- Identify and follow relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities (C 2)
- Identify the basic elements of professional guidelines such as national, state, or local standards and regulations and position statements from professional associations (C 1)

6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.

- Apply proper grammar, spelling, and usage of terms when communicating with young children, families, and colleagues equivalent to the expected C of a U.S. high school graduate (C 2)
- Supports communication with families in their preferred language (C 2)
- Use clear and positive language and gestures with young children (C 2)
- Use a positive, professional tone to communicate with families and colleagues (C 2)
- Use appropriate technology with facility to support communication with colleagues and families, as appropriate (C 2)

6d: Engage in continuous, collaborative learning to inform practice.

- Demonstrate self-motivated commitment to continuous learning that directly influences the quality of their work with young children (C 2)
- Participate in and act on guidance and reflective supervision related to strengths and areas for growth (C 2)
- Determine when it is appropriate to reach out for new resources and consult with peers in related professions and other members of their teaching team (C 3)

- Participate in collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines (C 2)

6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

- Regularly reflect on teaching practice and personal biases to support each child's learning and development (C 3)
- Reflect on own needs and incorporate self-care into routines to maintain positive engagement with young children and professionalism with families and colleagues (C 3)

## CDA Content Areas

The 120-hour CDA course must include a minimum of 10 hours in each content area.

### CDA Content Areas\*

Hours by CDA Content Areas are required and must add up to the total hours for this session if they are not automatically calculated by Core Knowledge Areas.

Principles of Child Growth & Development ⓘ	Hours	<input type="text" value="2"/>
Social & Emotional Development ⓘ	Hours	<input type="text"/>
Productive Relationships with Families ⓘ	Hours	<input type="text"/>
Observing & Recording Behavior ⓘ	Hours	<input type="text"/>
Physical & Intellectual Development ⓘ	Hours	<input type="text"/>
Maintaining Professionalism ⓘ	Hours	<input type="text"/>
Safe, Healthy Learning Environment ⓘ	Hours	<input type="text"/>
Effective Program Operation ⓘ	Hours	<input type="text"/>
<b>Total:</b>		2.00
<b>Remaining:</b>		0.00

## Event Setup for Instructors

**Community-Based Organizations with Online Registration in the Registry:** The instructor should schedule the event as usual with online registration turned on.

- Tipsheet: [How to Schedule an Event](#)

**Community-Based organization without Online Registration in the Registry:** The instructor should list the event as *self-paced*. This allows instructors to add participants to the roster *prior* to the event, and allows the course to appear as *Registered* within the participants *My PD* tab.

- After the participants complete the CDA event, the instructor will be required add the completion dates in the roster for each participant.
- A new tipsheet has been created for these types of events. Please review the included tipsheet: [How to Schedule a CDA Event with no Online Registration](#).

### CDA Enrollment Confirmation Email

Once all participants are entered within the roster, the instructor will need to email the participants proof of registration of the CDA course.

Instructors can use the message roster function to email participants directly through the PD Registry, located within the *Manage Roster* dropdown. An email template is provided below.

#### Sample CDA Enrollment Confirmation Email Template

Thank you for choosing [Organization Name] CDA course.

This email confirms you are actively enrolled in our CDA program that starts on [Date] and ends on [Date].

This course counts towards 120 clock hours in the eight areas required to meet the training requirements to apply for the Child Development Associate (CDA).

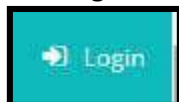


## How to Schedule a CDA Event with No Online Registration

Please follow the below steps to enter a CDA event within the PD Registry.

1. Go to [www.papdregistry.org](http://www.papdregistry.org).

2. Click **Login** in the top right corner.



3. Enter your email address and password, then click **Login**.

4. Select **Training Entry** in the left-hand menu.



5. Click **New Event**.

## 6. Select a Course

Enter the Course Title or Course ID. Click **Search**.

### Select a Course

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#### Filter Courses

Course Title

Course ID

Qualification

Qualification Type

Professional Standard Areas

CDA Content Areas

## 7. Click **Select** next to the course you want to schedule.

#142049  
**Infant-Toddler Education CDA Course** SELECT

Hours 120.00 / Course Level CE Knowledge Acquisition  
 Course Type PQAS Approved / Course Category toddler

View

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**Professional Standard Areas**

- Standard Area 1: Child Development and Learning in Context (20.00 hr)
- Standard Area 2: Family-Teacher Relationships and Community Connections (15.00 hr)
- Standard Area 3: Child Observation, Documentation, and Assessment (10.00 hr)
- Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices (15.00 hr)
- Standard Area 5: Knowledge, Application, and Integration of Academic Content in the EC Curriculum (15.00 hr)
- Standard Area 6: Professionalism as an Early Childhood Educator (10.00 hr)
- Standard Area 7: Health and Safety (5.00 hr)
- Knowledge Area 8: Organization and Administration (10.00 hr)

**CDA Content Areas**

- Principles of Child Growth & Development (15.00 hr)
- Social & Emotional Development (15.00 hr)
- Positive Relationships with Families (10.00 hr)
- Opening & Recording Behavior (10.00 hr)
- Physical & Intellectual Development (10.00 hr)
- Maintaining Professionalism (15.00 hr)
- Safe, Healthy Learning Environments (15.00 hr)
- Effective Program Operation (10.00 hr)

8. Training Event Entry: On this screen you will be able to toggle through each tab (Course, Trainer & Sponsor, Assessments & Delivery, Event, Registration). You will also be able to toggle through the event by clicking on the edit icons on the left-hand side next to Event Trainer and Event Details.

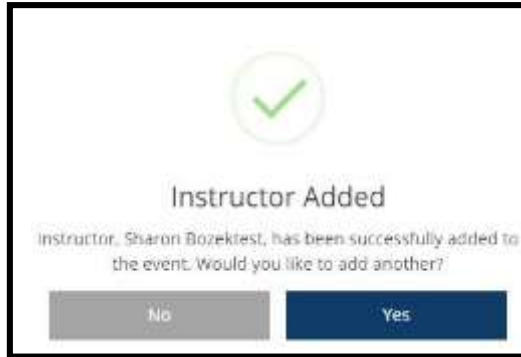
The next steps will provide you with directions for each tab.

9. Course Tab: You will be able to review the course information on this page.

#### 10. Trainer & Sponsor Tab

Click **Select** next to the Instructor providing this event.

Click **No** if you are done adding instructors. Click **Yes** if you would like to add another.



If you select **Yes**, this is the screen you will see. Enter in the Instructors Registry ID# within the Trainer ID section or the Trainer's name. Click **Search**.

If you need to exit this page, click on the **X** in the upper right-hand corner to continue to the event entry. Check the **Confirmed** box, to confirm the instructor. Select the **Training Language**.

Select the Event Funder (only for funded events). Click **Continue**.

## 11. Assessment & Delivery Tab

Complete the **Assessment of Learning** and **Delivery Methods** sections on this page. Click **Continue**.

### Assessment of Learning

Please select all that apply.

- Demonstration of Skills
- Interview
- Observation
- Portfolio
- Practical Test
- Project
- OER
- Admission Paper
- Research Paper
- Self-Report
- Other

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### Delivery Methods

Please select all that apply.

- Collaborative
- Classroom/Flipped/Blended
- Coach
- Group
- Hybrid (combination of face-to-face and web format)
- Panel Discussion
- Web-Based
- Webinar
- Other Delivery Method

← Previous
Save as Draft
Continue →

## 12. Event Tab

### Event Details

Select **No** or **Yes** to show this event in public search results.

Select the type of event location your event is. If you select web-based, enter the website or URL to access the event.

Check the **Confirmed** box to confirm the location.

### Event Details

Show this event in public search results:

No  Yes

Select Yes if you would like this event to show up in public event searches.

Type

Classroom ▼

Begin typing the address or location name to search your saved locations.

Search Saved Locations

Search saved location

+ Location  Saved Locations

Confirmed

Location must be "Confirmed" in order to publish this event.

## Event Date & Time

- Select **Yes** this a Self-Paced event
- *\*Instructor should mark event **as self-paced**, so they can add participants to the roster **prior** to the event and it will show up on the participants MY PD Tab as registered.*
- *\*Instructor will need to add a disclaimer to the event to explain that the event is **NOT** self-paced.*
- Select **No** or **Yes** if the course will be held over multiple sessions.  
Enter the **Start Date** and **End Date**
- Enter the **Start Time** and **End Time** (*note, the hours are attached to the course, if you are providing this event for more or fewer hours than what that course has been approved for, you will need to submit a new course to reflect the correct number of hours*)
- Check the **Confirmed** box to confirm the date and time.

The screenshot shows a form titled "Event Date & Time" with the following sections:

- Self-Paced:** Radio buttons for "No" (selected) and "Yes". A note below reads: "Select Yes only if the event has unique start & end dates for individual participants."
- Multiple Sessions:** Radio buttons for "No" (selected) and "Yes".
- Date Fields:** Two text input fields labeled "Start Date" and "End Date".
- Time Fields:** Two text input fields labeled "Start Time" and "End Time", each with a clock icon to its right.
- Confirmed:** A checkbox labeled "Confirmed" which is currently unchecked. A note below reads: "Data must be 'Confirmed' in order to publish this event."
- Additional Info:** A large text area labeled "Addtl. Date/Time Info" with the placeholder text "Enter Addtl. Date/Time info". A note at the bottom left of this area reads: "Maximum of 500 characters."

Additional Date/Time Info box: you may include any additional information about the event in this box.

## Contact Info

- This information will default to the contact information used on your profile or the org profile. This may be edited if needed.
- Additional Contact Info box: you may include any additional information about the event in this box. Click **Continue**.

The screenshot shows a 'Contact info' form with the following fields and values:

- Contact Name:** PD Registry
- Email Address:** registry@pekeys.org
- Address:** 200 North Third Street
- Zip Code:** 17101
- City:** Harrisburg
- State:** PA
- Country:** United States
- Phone:** (201) 555-0123
- Fax:** (201) 555-0123
- Website:** Enter Web Address
- Additional Contact Info:** Enter Additional Contact Info

At the bottom of the form, there are three buttons: a teal button with a left arrow and the text 'Previous', a white button with the text 'Save as Draft', and a dark blue button with a right arrow and the text 'Continue'.

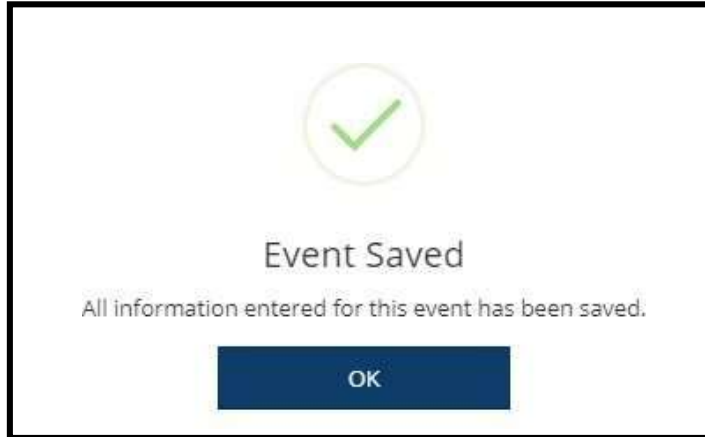
13. Registration Tab: Select **Yes** or **No** if registration is required  
If registration is NOT required, click **Save & Review** to continue.

The screenshot shows an 'Event Registration' form with the following field and value:

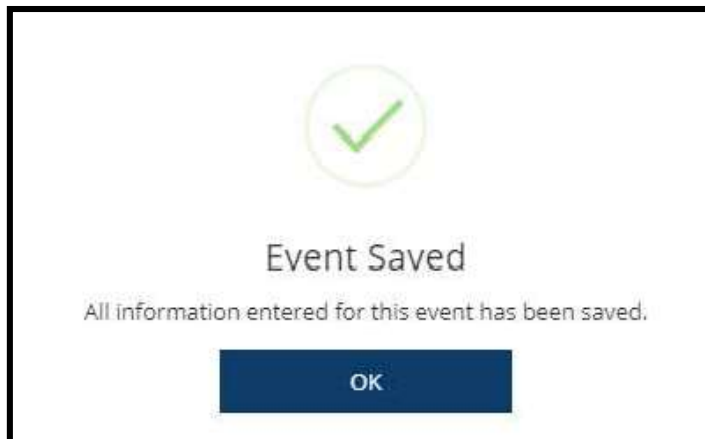
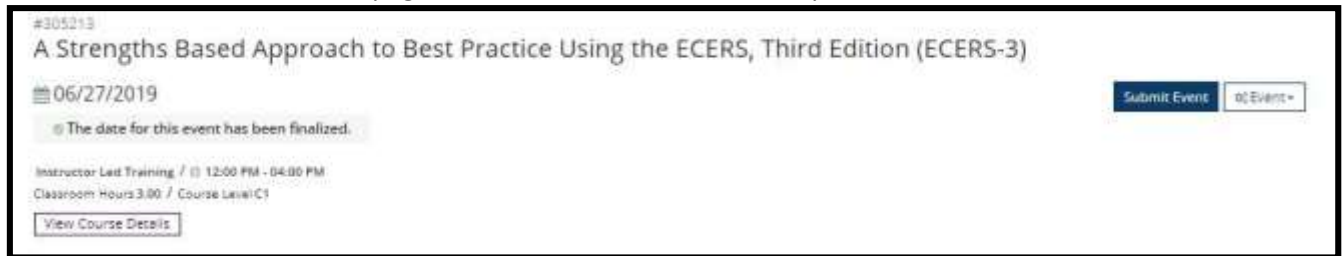
- Registration Required:**  Yes  No

At the bottom of the form, there are three buttons: a teal button with a left arrow and the text 'Previous', a white button with the text 'Save as Draft', and a dark blue button with the text 'Save & Review'.

14. Event Saved: Click **OK**



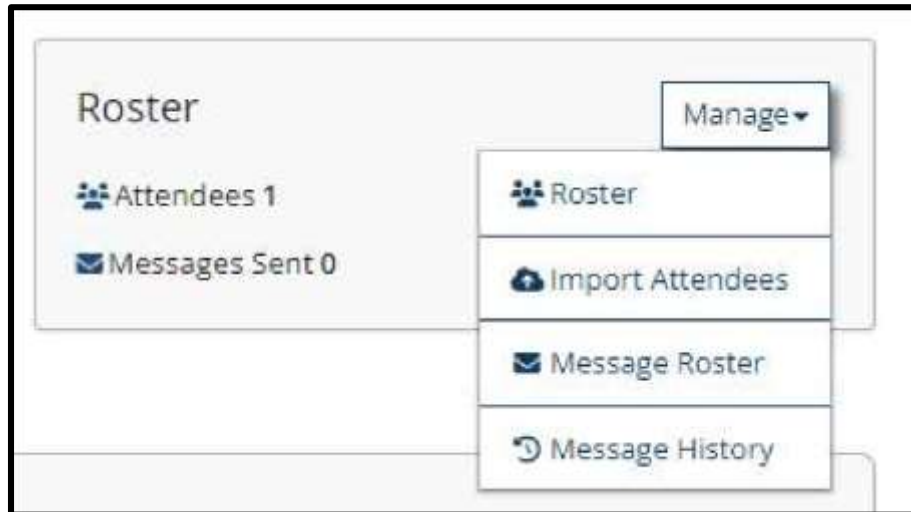
15. Review the information on this page and click **Submit Event** at the top.



16. Event Saved: Click **OK**



## Roster Information



### Manage Roster

- Click Manage within the Roster section
- Select Roster
- Click +Attendees to add participants. (Recommend getting their Registry ID#. This way you can ensure you have added the correct participant.)

### Verify Attendees

To verify attendees, please follow the below steps.

1. Go into Event
2. Go into Roster
3. Click Verify Attendees box
4. Select the participants who attended
5. Click Update Verification Status

### Message Roster

- Go into the event
- Click Manage within the Roster section
- Select Message Roster
- Within the pop-up, you will be able to copy and paste the provided template. Make sure you complete the information in red within the template.
- Click Send

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*This email confirms that you are actively enrolled in our CDA program that starts on [Date] and ends on [Date].*

*This course counts towards 120 clock hours in the 8 areas required to meet the training requirements to apply for the Child Development Associate (CDA).*

## Support

If you have any questions or need technical support, please email [PQAS@pakeys.org](mailto:PQAS@pakeys.org).