

LifeWays of North America

Early Childhood and Human Development Training

Core Content Crosswalk

NAEYC Standards	CDA Subject Areas	LifeWays of North America Core Content
<p>1. Promoting child development and learning</p> <p>Candidates prepared in early childhood degree programs are grounded in a child development knowledge base.</p> <p><i>They use their understanding of young children’s characteristics and needs, and multiple interacting influences on children’s development and learning, to <u>create environments that are healthy, respectful, supportive, and challenging for each child.</u></i></p>	<p>Subject Area 1: Planning a safe, healthy learning environment</p> <p>Safety, first aid, health, nutrition, space planning, materials and equipment, play.</p> <p>Subject Area 8: Understanding principles of child development and learning</p> <p>Typical development expectations for children from birth through age 5, individual variation including children with special needs, cultural influence on development.</p>	<p>Child Development & Creating Environments (36 hours)</p> <p>Through the insights of Rudolph Steiner (educational philosopher, educator, academic, author, social reformer, architect, and 1919 founder of Waldorf Education) and other contemporary research, we cultivate our understanding of how the child develops from pre-birth to seven, including the development of movement, a glimpse at the development cycles from birth to twenty-one, the development of the twelve senses, the spiritual nature of the child, the seven life processes for healthy development. We compare various educational theorists’ (e.g., Vygotsky, Piaget, Dewey, Bowlby, Erikson) viewpoints on the educational needs of the young child. Of particular importance, we consider the role of the child as apprentice to the environment and the adults in his life.</p> <p><u>Sample of Coursework: (36 academic hours)</u></p> <ul style="list-style-type: none"> • Comparison of Developmental Theorists (3 hours) • History of Steiner Early Childhood Care/Education (1.5 hours) • Child Development from a Medical Perspective (12 hours) • Brain Development and Neurological Research (1.5 hours) • Spiritual Nature of the Child (1.5 hours) • Threefold and Fourfold Human Being (1.5 hours) • Biography Themes/Life Phases (3 hours) • Developmental Cycles from birth to 21 (1.5 hours) • Seven Life Processes (1.5 hours) • Mantles supporting walking, speaking, thinking (1.5 hours) • Creative & Healthy Environments for Children (4.5 hours) • Framing and Scheduling (3 hours)

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<p>2. Building family and community relationships</p> <p>Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities.</p> <p><i>They know about, understand, and value the importance and complex characteristics of children’s families and communities. <u>They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.</u></i></p>	<p>Subject Area 4: Building productive relationships with families</p> <p>Parent involvement, home visits, conferences, referrals, communication strategies.</p>	<p style="text-align: center;">Child, Family and Community (25 hours)</p> <p>We consider early childhood education as a <i>relationship-based curriculum</i> in comparison to a program-driven curriculum. We look at the fundamentals of establishing parent-child programs, child care programs, and working with licensing and the community-at-large. We focus on joyfulness and personal life balance as an approach to working with children, families, and communities. We work with the development of community social skills, seeking and understanding diversity, and seasonal celebrations and festivals.</p> <p><u>Sample of Coursework: (17 academic hours)</u></p> <ul style="list-style-type: none"> • Joyfulness as an approach to working with children and families (1.5 hours) • Tools of the Trade – Establishing Parent/Child Programs (1.5 hours) • Breathing/Flexibility in Working with Parents, Colleagues and Self (1.5 hours) • Diversity (1.5 hours) • Working with Adult Temperaments (1.5 hours) • Seasonal Festivals and Celebrations (9.5 hours) <ul style="list-style-type: none"> • Celebrating Festivals Project (8 hours) <i>Student must plan and celebrate a seasonal festival with the student’s community. Festival needs to include the elements taught in the LifeWays Training on Festival Development: story, song, game, craft, activity, décor, food, blessing, and sharing with the adults on the meaning of the festival. Student sends outline and photos to Student Services Director.</i>
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<p>3. Observing, documenting, and assessing to support young children and families</p> <p>Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals.</p> <p>They <u>know about and understand the goals, benefits, and uses of assessment</u>. They <u>know about and use systematic observations, documentation, and other effective assessment strategies</u> in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.</p>	<p>Subject Area 7: Observing and recording children’s behavior</p> <p>Tools and strategies for objective observation and assessment of children’s behavior and learning to plan curriculum and individualize teaching, developmental delays, intervention strategies, individual education plans.</p>	<p style="text-align: center;">Observation & Documentation (30.5 hours)</p> <p>To know what young children need, we must first understand the fundamentals of who they are and from whence they came. Through the environment and the people in his life the child is in a constant state of observation. We too must learn to read the child’s cues and our routines must reflect them.</p> <p><i>Sample of Coursework: (4.5 academic/26 Field Experience hours)</i></p> <ul style="list-style-type: none"> • Observation and Documentation (3 hours) • Understanding children’s drawings (1.5 hours) • Observation in a LifeWays Approved Early Childhood Program and in a Conventional Program <ul style="list-style-type: none"> -(12 hours) Student observes a Steiner-based early childhood program two days and documents the observation based upon criteria in the Observation Report Form. The student is to observe through lunch and the beginning of the nap routine to see the transitions and the nurturing activities. -(6 hours) Student observes in a conventional early childhood program for one day and documents observations based on the criteria in the Observation Report Form. • Child Observation Project <ul style="list-style-type: none"> -(8 hours) Student observes a child over 3 to four-month period. Upon completion, a second child is chosen for the next three to four-months. Written observations are objective and purely based on observation. Journal can be individualized but is submitted to both the mentor to support discussions and the Services Director.
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<p>4. Using developmentally effective approaches to connect with children and families</p> <p>Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s age, characteristics, and the settings within which teaching and learning occur.</p> <p>They <u>understand and use positive relationships and supportive interactions as the foundation</u> for their work with young children and families.</p> <p>Students know, understand, and <u>use a wide array of developmentally appropriate approaches, instructional strategies, and tools</u> to connect with children and families and positively influence each child’s development and learning.</p>	<p>Subject Area 2: Advancing children’s physical and intellectual development</p> <p>Large and small muscle, language and literacy, discovery, art, music, mathematics, social studies, science, technology, and dual language learning.</p> <p>Subject Area 3: Supporting children’s social and emotional development</p> <p>Adult modeling, self-esteem, self-regulation, socialization, cultural identity, conflict resolution</p>	<p style="text-align: center;">Child, Family and Community (27 hours)</p> <p>We consider early childhood education as a <i>relationship-based curriculum</i> in comparison to a program-driven curriculum. We focus on joyfulness and personal life balance as an approach to working with children, families, and communities.</p> <p><u>Sample of Coursework: (27 academic hours)</u></p> <ul style="list-style-type: none"> • Many R’s of Early Childhood – Routine, Rhythm, Repetition, Respect, Reverence, Resistance, Resilience (3 hours) • Intro to the Living Arts (3 hours) • Storytelling (3 hours) • Relationship-based Caregiving (1.5 hours) • Diversity (1.5 hours) • Community Social Skills (woven throughout) • Development of Speech (1.5 hours) • Development of Thinking (1.5 hours) • Development of Movement (3 hours) • Development of Senses (3 hours) • Development of Play (3 hours) • Discipline: The L.O.V.E Approach (3 hours)
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<p>5. Using content knowledge to build meaningful curriculum</p> <p>Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child.</p> <p>Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum.</p> <p><u>They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding.</u></p> <p><u>Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.</u></p>	<p>Subject Areas 2 and 3 provide an introduction to the essential concepts, inquiry tools and structures of the academic content disciplines that are part of an early childhood curriculum. However, the Child Development Associate is not expected to design or evaluate curriculum.</p>	<p>Program/Curriculum for Child Care and Parenting (118.5 hours)</p> <p>Based on our understanding of the imitative nature of young children and the importance of our continuous self-development on behalf of the children, the LifeWays curriculum focuses on the child as the apprentice and the adult as the curriculum. There are four focus areas in the LifeWays Program – Practical Activity, Nurturing Care, Social Awareness, and Creative Exploration.</p> <p><i>Sample of Coursework: (85.5 academic/33 Field Experience hours)</i></p> <ul style="list-style-type: none"> • Adult as Curriculum/Child as Apprentice: Imitative Nature of the Young Child (1.5 hours) • Practical Activity (e.g., cleaning, cooking, tidying, laundry, baking, manners, table setting, caring for things, repairing) (10.5 hours) • Nurturing Care of Children (e.g. clothing, feeding, sleep, warmth, bathing, hair brushing, foot baths, bodily care, comforting, diapering, toileting) (10.5 hours) • Body Games for the very young (4.5 hours) • Social Awareness (woven throughout all child development, child family and community, and program/curriculum content) • Creative Exploration, including: <ul style="list-style-type: none"> ○ Crocheting/Knitting (4.5 hours) ○ Sewing (4.5 hours) ○ Fabric Dyeing (4 hours) ○ Felting (1.5 hours) ○ Woodworking (4.5 hours) ○ Doll Making (6 hours) ○ Puppet Making (7.5 hours) ○ Toymaking (1.5 hours) ○ Watercolor Painting (4.5 hours) ○ Music – Voice and Kinderharp (20 hours) • Student logs hours of practice with each of the following areas: Voice and Kinderharp (15), Movement (6), Handwork (12)
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<p>6. Becoming a professional</p> <p>Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession.</p> <p>They know and use <u>ethical guidelines and other professional standards</u> related to early childhood practice.</p> <p>They are <u>continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work</u>, making informed decisions that integrate knowledge from a variety of sources.</p> <p>They are <u>informed advocates for sound educational practices and policies.</u></p>	<p>Subject Area 5: Managing an effective program operation</p> <p>Planning, record keeping, reporting, community services</p> <p>Subject Area 6: Maintaining a commitment to professionalism</p> <p>Advocacy, ethical practices, work force issues, professional development, goal setting, networking</p>	<p style="text-align: center;">Professional and Self Development (66 hours)</p> <p>Beyond conducting oneself in an ethical and professional manner and learning how to manage an effective program, LifeWays students participate in exercises designed for self-examination and development. Through the arts considerable opportunity is provided for self-reflection. Moreover, students are taught and practice the art of mindfulness. This carries through in their interactions, planning, and observations with parents and children.</p> <p><u>Sample of Coursework: (40 hours)</u></p> <ul style="list-style-type: none"> ○ Working with Self Awareness (1.5 hours) ○ Meditative Practice (1.5 hours) ○ Mindfulness as a Tool for Work and Daily Living (3 hours) ○ Personal Life Balance (1.5 hours) ○ Nature Study, Elementals and Gardening (10 hours) ○ Cooking (1.5 hours) ○ Movement (Eurythmy/Spacial Dynamics) (18 hours) ○ Tools of the Trade-Establishing Child Care Programs (3 hrs) <ul style="list-style-type: none"> ● Student logs hours of practice with each of the following areas <ul style="list-style-type: none"> ○ <i>Cooking practice and recipe submission (6),</i> ● Improving Nature Observation Skills and Gardening Project <ul style="list-style-type: none"> ○ <i>Student plants and cultivates a small garden, a photo journal is used to document and share (8)</i> ○ <i>Students observe a plant or other object in nature for 5-10 minutes each day (3)</i> ○ <i>Monthly nature walk, 45 minutes, is also required, with journal entries (9)</i> ● Inner Work <ul style="list-style-type: none"> ○ <i>Student develops or continues personal inner work and/or meditative practice.</i>
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<p>7. Early Childhood Field Experiences</p> <p>Candidates have field experiences and clinical practice in at least two of the three early childhood age groups (birth–age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).</p>	<p style="text-align: center;">CDA 2015 Application</p> <ul style="list-style-type: none"> • High School Diploma, GED, or high school junior or senior in an ECE technical program • 120 hours of formal ECE training, with no fewer than 10 training hours in each of the 8 CDA subject areas • 480 hour of professional work experience • \$425 application fee accompanied by a professional portfolio 	<p style="text-align: center;">LifeWays Mentor Supported Field Experience: (140 hours)</p> <ul style="list-style-type: none"> • 92 hour Field Experience; 48 hours “engagement in out-of-class activities” <hr/> <ul style="list-style-type: none"> • Student completes a two week Field Experience in an early childhood program (birth to seven) with support of mentor (70 hours) • Mentor and Student complete a minimum of six one-hour long phone consultations. (6 hours) • Mentor observes student throughout a two-day site-visit during Field Experience. (16 hours) <hr/> <ul style="list-style-type: none"> • Based on the volume of the reading, students are expected to spend at least 28 hours on assignments outside of class. • Student completes a final research paper or project for final requirement. The paper must be 6-10 page research paper on early childhood development and must include a bibliography. The project must reflect the student understands how the chosen project serves the developmental well-being of young children. It must be approved in advance. The student presents either the paper of the project during the final week of the program. (students are expected to spend at least 20 hours outside of class in this activity) <hr/> <ul style="list-style-type: none"> • <i>Observation in LifeWays Setting</i> • <i>Observation in Conventional Setting</i> • <i>Child Observation Project</i>
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Total Core Content Hours: 443

210 Academic Clock Hours / 185 Field Experience Hours / 48 Hours in “Out-of-Class” Activities

Total Program cost in 2015 were \$5,250

(tuition, mentor fee, and supplies)

Application fee and lodging costs are not included.

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“Out of Class Work” – The definition for “Out of Class Work” is referenced from the Accrediting Council for Independent Colleges and Schools (ACICS) clock hour to academic hour translations. Although LifeWays is not attempting to request actual university credit for these activities, it is important and common practice for vocational preparation programs to ensure demonstrated competencies prior to certification, recognition for the students’ investments and holistic preparation are part of demonstrating the student’s quality and quantity of preparation. Institutions who evaluate these types of training include “out of class work” activities in the translation to actual credits [ACICS and the American Council on Education (ACE) for example provides actual college credit for “out of class work” and mentored experience].

"The syllabus for each subject/course in the curriculum must clearly identify how the students are expected to show engagement in out-of-class learning activities equivalent to the required number of hours. Out-of-class hours must be justified in terms of their contribution to the objectives of the program and the expected learning outcomes of the course.

Out-of-class activities may include the following:

- *Reading and writing assignments*
- *Projects*
- *Clearly defined papers or reports*
- *Practice or practical application of theory*
- *Other learning experiences*

The institution must demonstrate that it has a system for documenting and evaluating students’ academic achievement that includes out-of-class work. Institutional compliance with its stated policies and procedures will be subject to review during on-site evaluation visits."

- <http://www.acics.org/news/content.aspx?id=4419> Retrieved May 29, 2016.

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Sources:

- Accrediting Council for Independent Colleges and Schools. 2011. Clock to Credit Hour Conversion. Retrieved May 29, 2016 from: <http://www.acics.org/news/content.aspx?id=4419>
- National Association for the Education of Young Children and Council for Professional Recognition, Suggested Relationship Between the CDA Formal Child Care Education Requirement and NAEYC Standards for Professional Preparation Programs. Council for Professional Recognition and National Association for the Education of Young Children, Washington, DC. 2012. Retrieved March 01, 2016 from: http://www.cdacouncil.org/storage/documents/Downloadable_Forms/CDA_and_NAEYC_Standards_Relationship.pdf
- National Association for the Education of Young Children. 2011. 2010 Standards for Initial Early Childhood Professional Preparation. Washington, DC: NAEYC. Retrieved March 01, 2016 from: https://www.naeyc.org/caep/files/caep/Stds_1pager.pdf
- National Association for the Education of Young Children. 2011. 2010 Standards for Advanced Early Childhood Professional Preparation. Washington, DC: NAEYC. Retrieved March 01, 2016 from: https://www.naeyc.org/caep/files/caep/Advanced_2pager.pdf