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| **Title of Training:**  | **Credit Hours:** | **Request Date:** |
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| Summary |
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| Target Audience |

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| [ ]  Practitioners of Infants and Toddlers | [ ]  Policy and Regulatory Staff |
| [ ]  Program Administrators, Directors, Owners | [ ]  Center Directors and Staff |
| [ ]  Preschool Teachers | [ ]  Home Providers and Staff |
| [ ]  Practitioners of Children with Special Needs | [ ]  Preschool Directors and Staff |
| [ ]  School Age Care | [ ]  Center/Preschool/Head Start Directors/Program Administrators/Assistant Directors |
| [ ]  Other | [ ]  Centers Employees |

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| Content Pertains to |

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| [ ]  Infant/Toddler | [ ]  Children with Special Needs |
| [ ]  Preschool (3-5) | [ ]  Program Administration/Business Practices |
| [ ]  School Age (5-8) | [ ]  Other |

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| Competency Area |

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| [ ]  Competency Area 1: Promoting Child Development and Learning |
| [ ]  Competency Area 2: Building Family and Community Relationships |
| [ ]  Competency Area 3: Observing, Documenting, and Assessing to Support Children and Families |
| [ ]  Competency Area 4: Using Developmentally Effective Approaches to Connect with Children and Families |
| [ ]  Competency Area 5: Using Content Knowledge to Build Meaningful Curriculum |
| [ ]  Competency Area 6: Becoming a Professional |

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| Competency Level |

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| [ ]  Level 1-Progressing Professional |
| [ ]  Level 2-Skilled Professional |
| [ ]  Level 3-Mastery Professional |

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| CDA Subject Area |

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| [ ]  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. |

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| This Class Meets Requirements for |

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| [ ]  National Administrator Credential (NAC) |
| [ ]  CACFP Training Requirements |

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| Iowa Early Learning Standards Addressed (Infants/Toddlers) |

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