



How to Create a CDA Course and Event in the PA PD Registry

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:

The course must be listed as a single 120-hour CDA course.

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](#).

For further direction on how to create a course, please review the [How to Create a Course tipsheet](#), [Professional Standard Areas](#) and [CDA Content Area](#) information below.

CDA Event in PA PD Registry:

Participants must be registered for the event in the PD Registry to be considered actively enrolled in a CDA Program.

Using [Built-In Online Registration](#)

- To use the auto email function within the event to show *Evidence of Active Enrollment*, the event should be self-paced, Built-In Online Registration function must be turned on, and the [Registration Emails and Text](#) portion of the event must be completed.

Using [Third Party Online Registration](#)

- The event must be self-paced (to add participants to the roster during the event)
- An email must be sent to the participants manually to show *Evidence of Active Enrollment*.

Approved Evidence of Active Enrollment in a CDA Course for Participants

Instructor's must complete both forms of Evidence:

- Course is listed as **Registered** within the participants Training Summary section of their PD Registry profile.
- Proof of enrollment via **email** from the instructor sent from the PD Registry. ([Click here for Template](#))

Support

If you have any questions or need technical support, please email PQAS@pakeys.org

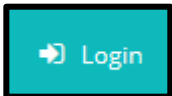


How to Create a CDA Course and Event in the PA PD Registry

How to Create a CDA Course:

Go to www.papdregistry.org.

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



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

Email address

Password

☐ Remember me

Login

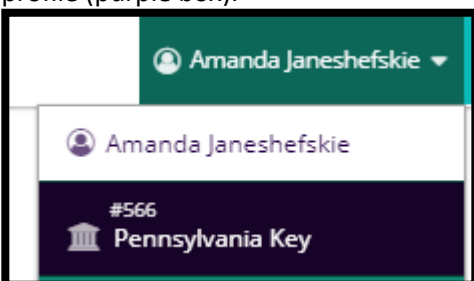
[Forgot Password?](#) [Create Account](#)

Please note:

If creating a course that is owned by you, make sure you are under your personal profile.



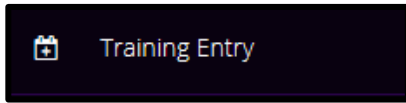
If creating a course that is owned by your Organization, click the drop-down menu by your name and select your organization profile (purple box).



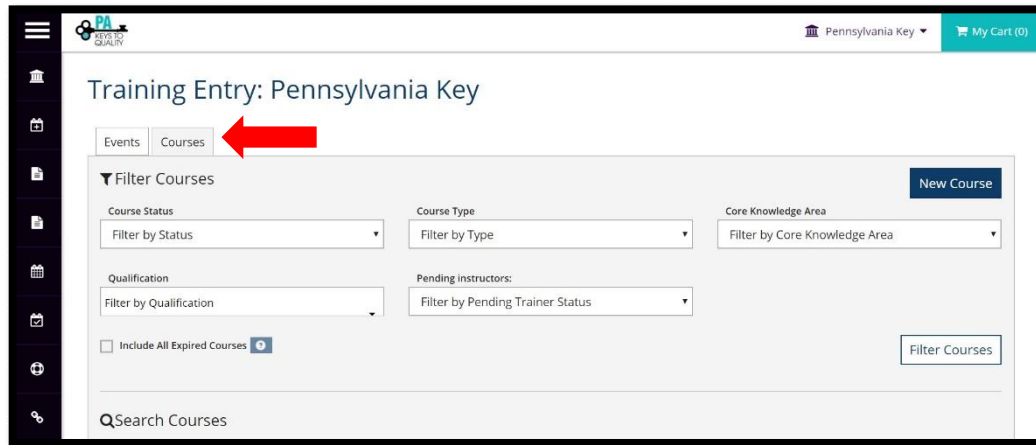


How to Create a CDA Course and Event in the PA PD Registry

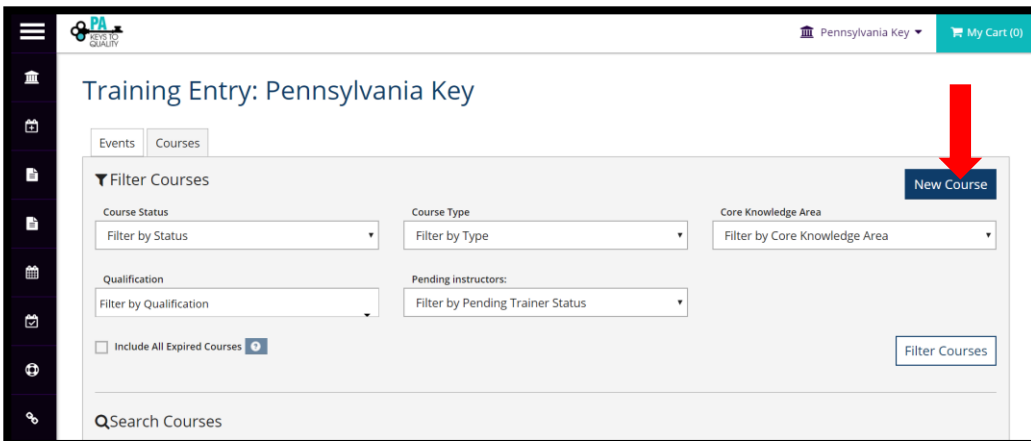
Select **Training Entry** in the left-hand menu.



Click on the Courses tab.



Click New Course.





How to Create a CDA Course and Event in the PA PD Registry

Complete the Course Information. Ensure the Course Level is a C2. Then click **Save and Continue**.

Course Information	Course Content	Instructional Plan	Additional Details	Authorized Trainers	Submit for Approval
<p>Title*</p> <p>Child Development Associate (CDA) (120 hours)</p> <p>Course Type*</p> <p>PQAS Approved</p> <p>Course Level*</p> <p>C2: Knowledge Application</p> <p>Description*</p> <p>Please provide a course description. (This description will be made public and must be 100 words or less.)</p> <hr/> <p>Course Owner Information</p> <p><input checked="" type="radio"/> Created by Myself</p> <p><input type="radio"/> Created and Owned by My Organization</p> <p><input type="radio"/> Published By Others (Please Specify)</p> <p>Save And Continue</p>					

Choose the **Primary Age category** that this course addresses and **Classroom Hours** of the course. The course Classroom Hours must be listed as a minimum of 120-hours.

Course Category* Choose the primary category.
-- Make Selection --
Course Hours*
120

Enter the hours to the correct Professional Standard Area(s). 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](#).



How to Create a CDA Course and Event in the PA PD Registry

CDA Content Areas: The 120-hour CDA course must include a minimum of 10 hours in each content area, the remaining forty hours must be added to the appropriate content areas.

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 Professional Standard Areas.

Hours must be applied to at least one area in order to continue.

Principles of Child Growth & Development ⓘ	Hours 10
Social & Emotional Development ⓘ	Hours 15
Productive Relationships with Families ⓘ	Hours 13
Observing & Recording Behavior ⓘ	Hours 12
Physical & Intellectual Development ⓘ	Hours 20
Maintaining Professionalism ⓘ	Hours 15
Safe, Healthy Learning Environment ⓘ	Hours 15
Effective Program Operation ⓘ	Hours 20
Total Hours: 120.00 Hours	
Remaining Classroom Hours: 0.00 Hours	

Click **Save and Continue**.

Save And Continue



How to Create a CDA Course and Event in the PA PD Registry

Most of the following sections are not required to complete, but you may add information if needed. Only sections with an asterisk are required and are listed in this tip sheet.

Review/add the **Learning Objectives**. Please make sure these are Measurable Objectives.

Review/add **Major Resources Used to Develop the Training** used to create a course.

Note: To continue creating the course, you **must** enter information directly into this text box. Uploading a document alone will **not** allow you to progress

Click **Save and Continue**.

Save And Continue

Select the **Target Audience**. This is a multiselect field.

Select the **Ages Addressed**. This is a multiselect field.

Click **Save and Continue**.

Save And Continue

Training of the Trainers—select **No** or **Yes**.

Authorized Instructors—select **No** or **Yes**. Click 'Yes' if there are authorized trainers for your course and select 'Add trainer' to add trainers approved to instruct your course.

Note for PQAS-Approved Organizations: You are responsible for ensuring your staff and instructors meet the requirements in the Representative Agreement. You will no longer list authorized instructors at the course level. Instead, you can manually list instructors when creating or editing the event.

Training Scheduler—select **No** or **Yes** if your course will be scheduled by someone other than you, such as a funder. This will allow them to schedule your events. Click 'No' if this course will never be scheduled by someone other than you.

Click **Save and Continue**.

Save And Continue

Scroll down and click on **I agree to the terms and conditions for Course Approval** and **Submit for Approval**.

☐ I agree to the terms and conditions for Course Approval

Previous

Submit for Approval

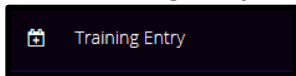


How to Create a CDA Course and Event in the PA PD Registry

How to Schedule a CDA Event

After the Course is approved, you will be able to schedule the event. If you are entering an event for your organization, make sure you select your organization profile (purple box) from the drop down in the upper right hand by your name.

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



Click **New Event**.

Select a Course.

Enter the Course Title or Course ID.

Click **Search**.



How to Create a CDA Course and Event in the PA PD Registry

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

#152989
HOW TO SCHEDULE AN EVENT
Course Level C1: Knowledge Acquisition
Course Type PQAS Approved / Course Category Business

Select

Training Event Entry:

On this screen you will be able to toggle through each section (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 Trainers and Event Details.

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

Click **Continue**.

New Training Event Cancel

Training Course
#152989
HOW TO SCHEDULE AN EVENT
Course Level C1: Knowledge Acquisition

Event Trainers
#E906707
Amanda Janesheskie
Test

Event Details
Not Set
Not Set

COURSE TRAINER & SPONSOR ASSESSMENTS & DELIVERY EVENT REGISTRATION

Course can no longer be changed.

Course Selection
#152989
HOW TO SCHEDULE AN EVENT
Expiration Date 07/11/2027 / Course Level C1: Knowledge Acquisition
Course Type PQAS Approved / Course Category Business

Course Owner
#E906707
Amanda Janesheskie

Description
Amanda Janesheskie Test Course-Event Online Registration

Save as Draft Continue >



How to Create a CDA Course and Event in the PA PD Registry

Trainer & Sponsor Information:

*Organizations— If scheduling under an Org Profile, Trainers must be "Confirmed" in order to publish this event.

Trainer Entry: If you own the course, it will default to your name.

*Check **Confirmed** box

If you need to add an Instructor, who is approved within the Course Authorized Instructors

Click **+Instructor**

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

Follow prompts

If you need to manually add a non-approved instructor

Click **+Instructor**

Check **Use Non-Approved Trainers?** box

Complete the fields.

Click **Add to Event**

Follow prompts

Select the Training Language.

Select the Event Funder (This is only used for OCDEL, PA Key, or PDO funded events)

Click **Continue**.

Training Course

HOW TO SCHEDULE AN EVENT

Course Level: C1: Knowledge Acquisition

Event Trainers

AMANDA707

Amanda Janesheskie

Test

Event Details

Not Set

Not Set

COURSE

TRAINER & SPONSOR

ASSESSMENTS & DELIVERY

EVENT

REGISTRATION

Trainer Entry

AMANDA707

Amanda Janesheskie (Primary Trainer)

Administrative Access

Test

Organization Test

Qualifications

Test

Change

+Instructor

Training Language

Select Language

English

Administrative Training Sponsor Organization

No Sponsor Organization

Select Training Sponsor

Event Funder

Event Funder

Select Funder

Previous

Save as Draft

Continue



How to Create a CDA Course and Event in the PA PD Registry

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

Training Course

#152989
HOW TO SCHEDULE AN EVENT
Course Level C1: Knowledge Acquisition

Event Trainers

#6906707
Amanda Janeshefskie

Test

Event Details

Not Set
Not Set

COURSE

TRAINER & SPONSOR

ASSESSMENTS & DELIVERY

EVENT

REGISTRATION

Assessment of Learning

Please select all that apply.

☐ Demonstration of Skills

☐ Interview

☐ Observation

☐ Portfolio

☐ Pre/Post Test

☐ Project

☐ Q&A

☐ Reflection Paper

☐ Research Paper

☐ Self Report

☐ Other

Delivery Methods

Please select all that apply.

☐ CD/DVD/Video

☐ Classroom/Face to Face

☐ Coach

☐ Group

☐ Hybrid (combination face to face and web format)

☐ Panel Discussion

☐ Web Based

☐ Webinar

☐ Other Delivery Method

< Previous

Save as Draft

Continue >



How to Create a CDA Course and Event in the PA PD Registry

Event Information:

*Organizations: If scheduling under an Org Profile, Location must be "Confirmed" in order to publish this event.

Event Details

Select **No** or **Yes** to show this event in public search results. You can update this setting after scheduling the event.

Select the event location type.

Classroom: Click +Location to enter the physical address

Web Based: Enter the website or URL for event access

Blended Online and Classroom: Enter both the physical address and website or URL for event access

E-Learning: This is only used if you are using our LMS Insight Platform

*Check **Confirmed** box

COURSE

TRAINER & SPONSOR

ASSESSMENTS & DELIVERY

EVENT

REGISTRATION

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

Location Name

PA Key Office

Country

United States

Address

200 North Third Street

Apt/Suite #

Enter Apt, Unit, Suite

Zip Code

17101

City

Harrisburg

State

PA

County

Dauphin

Enter a valid zip code to choose a county.

Capacity

Location Notes

General location information

☐ Add to saved locations



How to Create a CDA Course and Event in the PA PD Registry

Event Date & Time

*Organizations: If scheduling under an Org Profile, Date must be "Confirmed" in order to publish this event.

Self-Paced: Select **Yes**.

Using Built-In Online Registration

- To use the auto email function within the event to show *Evidence of Active Enrollment*, the event should be self-paced, Built-In Online Registration function must be turned on, and the Registration Emails and Text portion of the event must be completed.

Using Third Party Online Registration

- The event must be self-paced (to add participants to the roster during the event)
- An email must be sent to the participants manually to show *Evidence of Active Enrollment*.

Multiple Sessions: Select **No**

You will enter a single Start Date and End Date.

Time: Enter the **Start Time** and **End Time**

The event hours must match the approved course duration. If they differ, submit a new course with the correct hours. Additional non-instructional time (e.g., breaks, lunch) can extend the event but must be noted in the 'Additional Date/Time Info Box,' clarifying that credit applies only to instructional hours.

*Check **Confirmed** box

Additional Date/Time Info Box: Use this field to provide any extra details about the event.

Event Date & Time

Self-Paced

☐ No ☒ Yes

Select Yes only if this event has unique start and end dates for individual participants.

Multiple Sessions

☒ No ☐ Yes

Select Yes only if this event has live scheduled sessions.

Start Date

04/09/2025

End Date

04/09/2026

Addl. Date/Time Info

Enter Addl. Date/Time Info

Maximum of 500 characters



How to Create a CDA Course and Event in the PA PD Registry

Contact Info: This will default to the contact details from your profile or organization profile but can be edited if needed.

Additional Contact Info Box: Use this field to provide any extra event-related contact details.

Click **Continue**.

Contact Info

Contact Name

PD Regsirty

Email Address

registry@pakeys.org

Country

United States

Address

200 N 3RD ST

Zip Code

17101-1511

City

HARRISBURG

State

PA

Phone

(717) 213-2068

Fax

e.g. (201) 555-0123

Website

Enter Web Address

Additional Contact Info

Use this field to provide any extra event-related contact details.

Maximum of 500 characters

< Previous

Save as Draft

Continue >



How to Create a CDA Course and Event in the PA PD Registry

Registration:

Select **Yes** or **No** if registration is required

If **Yes**, Where do you want attendees to register? *(Select one and click the link below for instructions.)*

- **Built-In Online Registration**— Use the PD Registry to collect registrations.
- **Individuals:** To enable online registration, follow the [Online Registration for Individual PQAS Instructors](#) tipsheet for step-by step instructions.

Organizations: To enable online registration, you must agree to the Terms and Conditions within the Org Profile Settings tab.

Third-Party Online Registration— Direct participants to register outside of the PD Registry.

If **No**, Are you charging for this event?

- **No**—Click Save & Review
- **Yes**-- Enter the Fee Amount. This will be displayed in the Training Event Search for providers.

Click **Save & Review**

Yes—Online Registration

COURSE	TRAINER & SPONSOR	ASSESSMENTS & DELIVERY	EVENT	REGISTRATION
<h4>Event Registration</h4> <p>Is registration for this event required?</p> <p><input checked="" type="radio"/> Yes</p> <p><input type="radio"/> No</p> <hr/> <p>Where do you want attendees to register?</p> <p>Select whether the attendees for this event will register directly within the system, or if they will register with a third-party.</p> <p><small>Required</small></p> <p><input type="radio"/> Built-in Online Registration</p> <p><input type="radio"/> Third-Party Online Registration <small>ⓘ This will direct users to another site.</small></p> <div><div>< Previous</div><div>Save as Draft</div><div>Save & Review</div></div>				



How to Create a CDA Course and Event in the PA PD Registry

No—Online Registration

Built-In Online Registration Use the PD Registry to collect registrations. ([Screenshot 1](#))

Registration Emails and Text Box

You can add customizable text to each section, which will appear in emails sent by the PD Registry regarding your event.

You can add text to the following:

- Review Page
- Confirmation Page
- Confirmation Email
- Reminder Email

Click **Save** to continue.

If you **do not** have a Stripe account, all events will automatically be marked as free.

If your Stripe account is linked and want to accept payment through the PD Registry, click [here](#) for step-by-step instructions. Otherwise, check the Free Event box.

To enable payment through the system, you must link a Stripe account. For details, refer to our tipsheet on [How to Create a Stripe Account](#).

Enter the maximum number of participants. Leave blank if there is no limit.

Enter the **Registration Start Date** – the date when registration will open.

Enter the **Registration End Date** – the date when registration will close.

Would you like to require some optional data elements? *The data elements listed are optional by default. Check any or all that you would like to require attendees to provide or leave unchecked to remain optional.*



How to Create a CDA Course and Event in the PA PD Registry

Built-In Online Registration (Screenshot 1)

COURSE

TRAINER & SPONSOR

ASSESSMENTS & DELIVERY

EVENT

REGISTRATION

Event Registration

Is registration for this event required?

☒ Yes

☐ No

Where do you want attendees to register?

Select whether the attendees for this event will register directly within the system, or if they will register with a third-party.

☒ Built-in Online Registration

☐ Third-Party Online Registration
ⓘ This will direct users to another site.

Please complete the fields below to enable online registration for this event.

☐ This is a Free event
ⓘ If Yes, no registration fees can be configured or collected.

☐ Registration Emails and Text

Max Number of Participants

Registration Start Date

Date

ⓘ mm/dd/yyyy

Registration End Date

03/07/2025

ⓘ mm/dd/yyyy

☐ Hide Listing Until Registration Start Date

Would you like to require some optional data elements?

The data elements listed below are optional by default. Check any or all that you would like to require attendees to provide, or leave unchecked to remain optional.

☐ Require Company/Organization Name

☐ Require Mailing Address

☐ Require Primary Phone Number

☐ Require Mobile Phone Number

Registration Options

+ Option

No Registration Options Created.

Additional Items

+ Item

Click "+ Item" to Add Additional Event Items.

Additional registration items may include items with fees such as promotion items, as well as items used for data collection.

< Previous

Save as Draft

Save & Review



How to Create a CDA Course and Event in the PA PD Registry

To Accept Payment within the PD Registry:

Click the **+Option** box within the **Registration Option** section.

Enter the following details:

- **Registration Name**
- **Registration Fee**
- **Registration Start Date**
- **Registration End Date**
- **Registration Description**

Click **Save** and follow the prompts.

To make edits, click the **pencil icon**.

Additional Items can be used for any upcharges, such as lunch, books, shirts, etc.

Registration Option Management

Registration Name

How to Schedule an Event

Registration Fee

30

Registration Starts

03/01/2025

Registration Ends

04/30/2025

Registration Description

B I U

This fee covers the cost of the How to Schedule an Event within the PD Registry course.

Application Fees

Online registration is a fee-based service provided by New World Now, LLC.
Fees charged upon checkout to each training provider by New World Now LLC during checkout are:
\$1.00 Flat Fee, plus 2.5% of total registration fees for all events purchased.

Payment Processing Fees

Online payment is a fee-based service provided by Stripe, Inc.
Fees charged upon checkout to each training provider by Stripe, Inc. for online credit card payments are:
\$0.30 flat fee, plus 2.9% of total registration fees for all events purchased.

Registration Options

How to Schedule an Event

Available 03/01/2025 - 04/30/2025

\$20.00

+ Option

Additional Items

+ Item

Click "+ Item" to Add Additional Event Items.

Additional registration items may include items with fees such as promotion items, as well as items used for data collection.

< Previous

Save as Draft

Save & Review



How to Create a CDA Course and Event in the PA PD Registry

Third-Party Online Registration This will direct users to another site. ([Screenshot 2](#))

Enter the **Registration Deadline**

Enter the **Registration Web Address**

Are you charging for this event?

No—Click **Save & Review**

Yes-- Enter the Fee Amount. This will be displayed in the Training Event Search for providers.

Third-Party Online Registration (Screenshot 2)

COURSE

TRAINER & SPONSOR

ASSESSMENTS & DELIVERY

EVENT

REGISTRATION

Event Registration

Is registration for this event required?

☒ Yes

☐ No

Where do you want attendees to register?

Select whether the attendees for this event will register directly within the system, or if they will register with a third-party.

☐ Built-in Online Registration

☒ Third-Party Online Registration
ⓘ This will direct users to another site.

Registration Deadline

05/01/2025

ⓘ mm/dd/yyyy

Registration Web Address

www.papdregistry.org

ⓘ ex: https://www.insightonline.com

Are you charging a fee for this event?

☒ Yes

☐ No

Fee (US\$)

\$ 100.00

< Previous

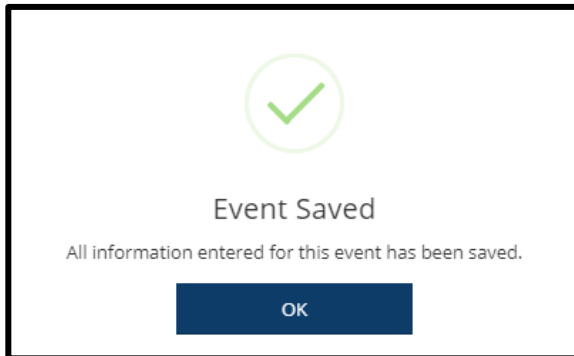
Save as Draft

Save & Review



How to Create a CDA Course and Event in the PA PD Registry

Event Saved: Click **OK**



Review the information on this page. To make changes, click Manage within each section. Once all details are finalized, click Submit Event at the top of the page.

#368700

HOW TO SCHEDULE AN EVENT

05/01/2025

Submit Event

Event

Instructor Led Training / 12:00 PM - 06:00 PM

Course Level C1: Knowledge Acquisition

View Course Details

If using the Built-In Online Registration, review/agree to the Online Registration Terms and Conditions

☒ Online Registration Terms and Conditions

You must agree to the PA Keys to Quality Professional Development Registry Online Registration terms and conditions in order to utilize this feature.

1. Acceptance of Terms

The Pennsylvania Professional Development Registry, provides this Registration Module to you subject to the following Terms of Service (TOS). In order to use this online service, you must agree to the TOS. We may amend these terms at any time by posting the amended terms on this site. Amendments are effective 7 days after posting. These terms apply to both event organizers who use our services and event attendees who register using our services.

2. Registration and Password

By registering for an event, you agree that the Pennsylvania Professional Development Registry will not provide any type of refund for any event. The PD Registry (Pennsylvania Professional Development Registry) is simply a software tool used by event organizers to process registrations. Accordingly, you must contact the event organizer to seek a refund or for specific event information.

You are responsible for maintaining the confidentiality of your Registry ID and password. You shall be responsible for all uses of your registration, whether or not authorized by you. You agree to immediately notify the

☒ I agree to the terms and conditions as defined above.

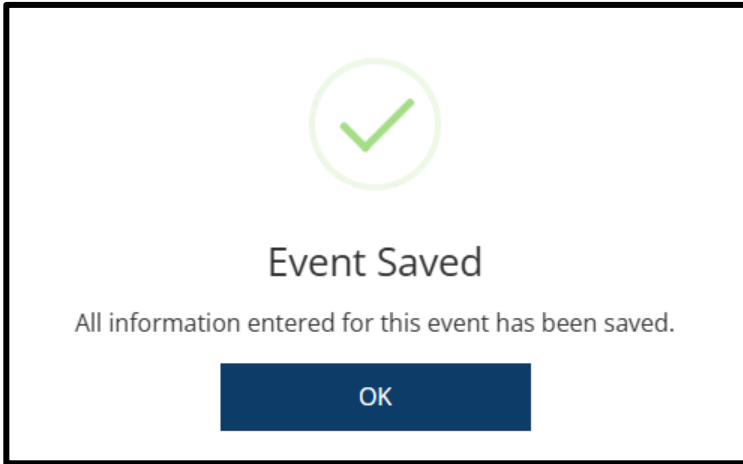
Print Terms

Continue



How to Create a CDA Course and Event in the PA PD Registry

Click **OK**



If using Built-In Online Registration:

To view the **Event Registration Link**, scroll down to the **Event Registration** section. The link will be displayed there.

To edit **Registration Details**, select the **Manage** dropdown within **Event Registration**.

Registration Setup	Click to edit or update the registration setup.
Preview Registration	Click to view preview the registration.
View Event Revenue	Click to review event revenue details.
Registration Emails and Text	Click to modify registration emails and text.
View Online Registration Terms	Click to review the online registration terms.

Event Registration

☒ Registration for this event is required.

Registration Available
📅 Thursday, March 27, 2025 - Thursday, May 1, 2025

👤 Max Number of Participants Not Set

Registration URL <https://pauat.newworldnow.com/v7/trainings/368700/register>

Visible Before Registration Start Date
This event will be visible within the event search results before the registration start date.

Additional Items

Click "+ Item" to Add Additional Event Items.
Additional registration items may include items with fees such as promotion items, as well as items used for data collection.

Manage

- Registration Setup
- Preview Registration
- View Event Revenue
- Registration Emails and Text
- View Online Registration Terms

+ Item



How to Create a CDA Course and Event in the PA PD Registry

Editable Event Information To view the editable event information, visit the last page of the [How to Schedule an Event tipsheet](#).

CDA Enrollment Confirmation Email Template/Instructions

All participants must receive proof of registration for the CDA course from the instructor via email.

Using Built-In Online Registration

- To use the auto email function within the event to show *Evidence of Active Enrollment*, the event should be self-paced, Built-In Online Registration function must be turned on, and the [Registration Emails and Text portion of the event must be completed](#).

Using Third Party Online Registration

- The event must be self-paced (to add participants to the roster during the event)
- Participants must be added to the roster. Click [here](#) for directions.
- An email must be sent to the participants manually to show *Evidence of Active Enrollment*.
 - Go to the **Manage** dropdown within the Roster section.
 - Select **Message Roster** to email all registered participants
 - Enter the CDA message in the **Message Content** box. You can copy and paste the provided template. Be sure to complete the information in red.
 - Click **Send**

Sample CDA Enrollment Confirmation Email Template

Thank you for choosing **[Organization Name]** CDA course.

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).



How to Create a CDA Course and Event in the PA PD Registry

How to Add Participants to a Roster

Go to the **Event**

Click the **Manage** dropdown within the Roster section.

Roster

Attendees 1 / Verified 0

Messages Sent 0

Manage ▾

Click **Roster**

Roster

Attendees 1 / Verified 0

Messages Sent 0

Manage ▾

- Roster
- Message Roster
- Message History

Click **+Attendee**

Training Event Attendance

HOW TO SCHEDULE AN EVENT

Thursday, May 1, 2025

12:00 PM to 06:00 PM
(0.00 Hours)

Use this field to provide any extra details about the event.

Location: Harrisburg, PA

Primary Trainer: Amanda Janeshesfskie

EVENT ID: 368700
C1: KNOWLEDGE ACQUISITION

Active Roster

Removed Attendees (0)

Print Roster

+Attendee

Search by Registry ID

Search by Name or Email Address

Add Attendee(s)



How to Create a CDA Course and Event in the PA PD Registry

By Registry ID— Recommended method to ensure you are adding the correct participant. Click **Locate**

By SSN and Birth Date. Click **Locate**

Advanced Search— Search by participant's name. Click **Search**

Click **Select** next to the participant

Click **Complete Registration**

How to Verify Attendees

- Go to the **Event**
- Click the **Manage** dropdown in the Roster section.
- Click **Roster**
- Click **Verify Attendees**
- Select the attendees to verify
- Click **Update Verification Status**
- Click **Update Status**
- Click **OK**
- Click **Back** when finished

Instructors or organization administrators must update attendee statuses and mark the event as completed within two weeks of the event's end date. Events automatically close after 60 days.

Once all event attendees have been verified and no further changes to the roster are needed, you can select **Complete Event** in the Event drop-down on the Event Details page to mark your event as complete. **This should be done only when all roster changes are complete.**

If an event needs to be reopened, email pqas@pakeys.org with the Event ID#, Title, and Date(s). Screenshots of the training event details are also acceptable. Reopened events automatically close at the end of the day.



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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.

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.

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.



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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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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)



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Professional Standard Area 2 Family–Teacher Partnerships and Community Connections	2a: Know about, understand, and value the diversity of families.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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)



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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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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)



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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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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)

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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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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)



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	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.	<ul style="list-style-type: none"> • 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)
Professional Standard Area 7 Health and Safety	7a: Understand the importance of physical health and safety in creating environments that support young children's learning and development.	<ul style="list-style-type: none"> • Identify policies and procedures that ensure all children's maximum healthy participation within the classroom (C 1) • Identify and follow sanitation practices that reduce the spread of germs (C 2) • Identify essential health habits and provide daily opportunities for physical fitness activities (individually, age, and ability appropriate) for children that help them develop and maintain physical fitness (C 2) • Develop and implement individualized plans that meet the health-related needs of children, by collaborating with families and other professionals (C 2) • Describe the importance of and assist in the completion and maintenance of health information for children in the classroom (C 2) • Identify and follow relevant laws and regulations related to child supervision practices to protect children and minimize risk (C 2) • Describe and apply the procedures for reporting Identified health and safety risks in the environment (C 2) • Arrange indoor and outdoor classroom environments that are physically safe and meet regulatory/safety requirements (C 2) • Identify and follow current laws, regulations, and professional obligations to report suspected child abuse and neglect (C 2)
	7b: Understand and implement healthy nutrition practices that promote young children's learning and development.	<ul style="list-style-type: none"> • Describe the dietary needs associated with age-related development and ways to accommodate children's and families' special needs and preferences, following what families practice at home (C 1) • Describe safe, healthy, and enjoyable feeding and mealtime experiences, following what families practice at home (C 1) • Identify ways to ensure the provision of nutritious meals that meet required guidelines and accommodate children's and families' special needs and preferences, following what families practice at home. Educate and raise awareness with families about the importance of nutrition for optimal child development (C 2)
	7c: Understand and support the connection between staff mental health and effective teaching practice.	<ul style="list-style-type: none"> • Develop self-care habits for one's own well-being and to be better able to build responsive relationships with children, families, and others (C 2)