CCP Training Tracker

The CCP *Training Tracker* is provided as a tool to organize past, current, and future training as it relates to the Certified Childcare Professional Ability Areas.

The CCP *Training Tracker* is an easy way to manage your necessary 150 clock hours of validated training. It has been designed to assist the Candidate and Field Counselor in the following ways:

- Determining training needs for each Professional Ability Area
- Tracking and compiling training hours
- Identifying the Professional Ability Areas which may need additional training to achieve the necessary 15 clock hours of training.
- A minimum of 15 clock hours of training is required for each Professional Ability Area. These clock hours may be chosen from a variety of options. Some options are, but not limited to:
    - Vocational and Technical School Courses
    - Post-Secondary School Courses
    - Junior College Courses
    - Extended University Courses
    - Education from Professional Associations
    - Workshops
    - Seminars
    - Conferences
    - In-Service Training

The 9 Professional AbilityAreas

The CCP Candidate must have at least 15 hours training in each of the following Certified Childcare Professional Ability Areas.

Proof of training must consist of a certificate of completion and an activity that demonstrates what was learned.

1. The ability to establish and maintain a safe, nurturing, purposeful learning environment.
2. The ability to promote children's physical, cognitive, social, and emotional development.
3. The ability to create a purposeful learning environment through curriculum and content.
4. The ability to create an inclusive and culturally responsive learning environment.
5. The ability to engage in effective management of learning environment.
6. The ability to maintain a commitment to professional development and leadership.
7. The ability to use assessment planning of learning opportunities and documentation of outcomes.
8. The ability to demonstrate knowledge of child development theory, research and practice.
9. The ability to demonstrate computer literacy and promote learning through technology.

Professional Ability Area 1:

The ability to establish and maintain a safe, nurturing, purposeful learning environment.

Name of Class, Seminar or Project	Training Agency	Verified Y N	Date(s) Attended	Hours
TOTAL TRAINING				

Professional Ability Area 2:

The ability to promote children's physical, cognitive, social, and emotional development.

Name of Class, Seminar or Project	Training Agency	Verified Y N	Date(s) Attended	Hours
TOTAL TRAINING				

Professional Ability Area 3:

The ability to create a purposeful learning environment through curriculum and content.

Name of Class, Seminar or Project	Training Agency	Verified Y N	Date(s) Attended	Hours
TOTAL TRAINING				

Professional Ability Area 4:

The ability to create an inclusive and culturally responsive learning environment.

Name of Class, Seminar or Project	Training Agency	Verified Y N	Date(s) Attended	Hours
TOTAL TRAINING				

Professional Ability Area 5:

The ability to engage in effective management of learning environment.

Name of Class, Seminar or Project	Training Agency	Verified Y N	Date(s) Attended	Hours
TOTAL TRAINING				

Professional Ability Area 6:

The ability to maintain a commitment to professional development and leadership.

Name of Class, Seminar or Project	Training Agency	Verified Y N	Date(s) Attended	Hours
TOTAL TRAINING				

Professional Ability Area 7:

The ability to use assessment planning of learning opportunities and documentation of outcomes.

Name of Class, Seminar or Project	Training Agency	Verified Y N	Date(s) Attended	Hours
TOTAL TRAINING				

Professional Ability Area 8:

The ability to demonstrate knowledge of child development theory, research and practice.

Name of Class, Seminar or Project	Training Agency	Verified Y N	Date(s) Attended	Hours
TOTAL TRAINING				

Professional Ability Area 9:

The ability to demonstrate computer literacy and promote learning through technology.

Name of Class, Seminar or Project	Training Agency	Verified Y N	Date(s) Attended	Hours
TOTAL TRAINING				

CCP Professional Ability Area		Total Training Hours
1	The ability to establish and maintain a safe, nurturing, purposeful learning environment.	
2	The ability to promote children's physical, cognitive, social, and emotional development.	
3	The ability to create a purposeful learning environment through curriculum and content.	
4	The ability to create an inclusive and culturally responsive learning environment.	
5	The ability to engage in effective management of learning environment.	
6	The ability to maintain a commitment to professional development and leadership.	
7	The ability to use assessment planning of learning opportunities and documentation of outcomes.	
8	The ability to demonstrate knowledge of child development theory, research and practice.	
9	The ability to demonstrate computer literacy and promote learning through technology.	
TOTAL TRAINING HOURS		

CCP Area Abilities and Sub-Topics

---

1. **The ability to establish and maintain a safe, nurturing, purposeful learning environment.**
   a. Establishing a compassionate, friendly, and caring relationship with children.
   b. Effective and safe use of space, resources, and equipment.
   c. Handling emergencies and initiating first aid and CPR.
   d. Promoting healthcare, nutrition, and hygiene for children.
   e. Establishing accident and illness prevention procedures.
2. **The ability to promote children's physical, cognitive, social and emotional development.**
   a. Physical
      - Fine & gross motor skills,
      - Perceptual skills,
      - Auditory skills,

   b. Cognitive
      - Language expression and comprehension,
      - Reading ability,
      - Science knowledge and skills,
      - Understanding and appreciation for the natural world, math ability,
      - Problem Solving and critical thinking skills,

   c. Social and Emotional
      - Judgment and decision making skills,
      - Everyday problem solving skills,
      - Social skills (e.g., cooperation, helping, sharing, friendships),
      - Social knowledge (e.g., family, culture, community),
      - Positive self concept and self esteem,
      - Healthy emotional expression,
      - Communication skills.

3. **The ability to create a purposeful learning environment through curriculum and content.**
   a. Promoting motivation and interest in children,
   b. Developing lesson plans,
   c. Using effective educational practices with young children,
   d. Conducting curriculum development and effective curriculum use,
   e. Utilization of effective techniques and materials to promote development,
   f. Using child and teacher initiated activities,
   g. Understanding child and teacher interactions.

4. **The ability to create an inclusive and culturally responsive learning environment.**
    a. Designing activities with cultural richness,
    b. Ensuring sensitivity to cultural diversity among children.
5. **The ability to engage in effective management of learning environments.**
    a. Developing planning, record keeping, and reporting procedures,
    b. Implementing positive guidance and discipline,
    c. Minimizing disruption in the classroom,
    d. Using time efficiently,
    e. Creating staff/director interactions,
    f. Promoting adult interactions in the classroom,
    g. Knowledge of standards, regulations, and licensing.
6. **The ability to maintain a commitment to professional development and leadership.**
    a. Maintaining ethical practice,
    b. Affiliation with early childhood associations,
    c. Utilization of effective communication,
    d. Knowledge of early childhood practice and research.
7. **The ability to use assessment planning of learning opportunities and documentation of outcomes.**
    a. Developing strategies to evaluate teaching effectiveness,
    b. Developing a plan for professional growth,
    c. Setting goals and monitoring the attainment of those goals.
8. **The ability to demonstrate knowledge of child development theory research and practice.**
    a. Understanding facts and misconceptions about development,
    b. Understanding teacher expectations and learning,
    c. Knowledge of theories on development, teaching, and learning,
    d. Understanding the role of childcare and early childhood education,
    e. Understanding the role of the early childhood professional.
9. **The ability to demonstrate computer literacy and promote learning through technology.**
    a. Selection of developmentally appropriate software,
    b. Selection of if developmentally appropriate websites,
    c. Integrating computer resources in the classroom,
    d. Knowledge of basic computer software functions including word processing and spreadsheet use of early childhood professional.