

MA Department of Early Education and Care: Educator and Provider Support Grant Professional Development Course Catalogue

July 1, 2015 – June 30, 2015



# Introduction:

The following professional development catalogue is a compilation of nearly three hundred professional development opportunities to be offered July 1, 2015 through June 30, 2016, including 114 college and 174 continuing education courses. The opportunities listed in this catalogue are funded by the MA Department of Early Education and Care through the agency's [Educator and Provider Support (EPS) grant](http://www.mass.gov/edu/birth-grade-12/early-education-and-care/financial-assistance/funding-opportunities/open-renewal-grants/fy-2016-educator-and-provider-support-renewal-grant.html). This catalogue only includes EPS grant funded coursework and is not a complete catalogue of all professional development opportunities available to early education and out of school time educators and providers. The opportunities included are projected opportunities for July 1, 2015 through June 30, 2016 and are subject to change. For the most current schedule please go to EEC’s Online Professional Development Calendar or visit grantee websites, listed below.

The intent of this catalogue is to serve as a resource for early education and out of school time educators and providers to help map out and plan in advance professional development that best meets individual needs and interests. Please note that this catalogue is not a means for course registration. For support in determining what opportunities are best for you and assistance planning your own professional development pathway please contact the EPS grantee in your region. Grantee contact information is included below and may also be found on EEC’s website at [Educator and Provider Support Grant](http://www.mass.gov/edu/birth-grade-12/early-education-and-care/workforce-and-professional-development/educator-and-provider-support-eps-grant.html).

The opportunities included in this catalogue are aligned with [EEC’s Licensing Regulations](http://www.mass.gov/edu/birth-grade-12/early-education-and-care/laws-regulations-and-policies/), MA Curriculum Frameworks, [Preschool Science, Technology and Engineering Standards](http://www.mass.gov/edu/docs/eec/2013/20131009-pk-sci-tech-standards.pdf), [EEC's Guidelines for Preschool Learning Experiences](http://www.eec.state.ma.us/docs1/curriculum/20030401_preschool_early_learning_guidelines.pdf), and [MA Early Learning Guidelines for Infants and Toddlers](http://www.eec.state.ma.us/docs1/curriculum/20110519_infant_toddler_early_learning_guidelines.pdf), the [MA Quality Rating and Improvement System (QRIS)](http://www.mass.gov/edu/birth-grade-12/early-education-and-care/provider-and-program-administration/quality-rating-and-improvement-system-qris.html), and [EEC’s Core Competency Areas](http://www.mass.gov/edu/birth-grade-12/early-education-and-care/workforce-and-professional-development/core-competencies-for-educators.html). Courses within this catalogue are intended to support the professional development of educators and providers at all levels. Alignment with QRIS is identified in the course description for each opportunity.

Table 1: EEC Core Competency Areas and QRIS Standards

|  |  |
| --- | --- |
| EEC’s 8 Areas of Core Competency include:1. Understanding the Growth and Development of Children and Youth
2. Guiding and Interacting with Children and Youth
3. Partnering with Families and Communities
4. Health, Safety, and Nutrition
5. Learning Environments and Curriculum
6. Observation, Assessment, and Documentation
7. Program Planning and Development
8. Professionalism and Leadership
 | QRIS Standards include:1. Curriculum and Learning
2. Safe, Healthy, Indoor and Outdoor Environments
3. Workforce Development and Professional Qualifications
4. Family and Community Engagement
5. Leadership, Administration, and Management
 |

# Educator and Provider Support (EPS) Grantees:

EEC's Educator and Provider Support grant supports educators and providers in EEC's mixed delivery system including educators working in center-based, family child care, public and private preschools, out of school time/after school programs. Through this grant EEC is supporting the pathways that lead educators to increased competency through early childhood education (ECE) certificate, credential, and/or degree attainment. Grantees support providers (programs) with attaining and maintaining accreditation; meeting EEC licensing requirements, and upward movement on QRIS. The professional development opportunities included in this catalogue are based on regional needs; EPS grantees conduct an annual needs assessment to determine the needs and interests of the educators and providers in their region.

To participate in EPS funding professional development opportunities and support services educators must be “Active” in [EEC’s Professional Qualifications Registry](https://www.eec.state.ma.us/PQRegistry/) (PQR). Participants are also required to update their PQR records annually. Educators participating in coaching and mentoring support services through the grant must have an Individual Professional Development Plan (IPDP); providers (programs) receiving coaching and mentoring support services must also have a [Continuous Quality Improvement Plan](http://www.mass.gov/edu/birth-grade-12/early-education-and-care/qris/qris-resources-for-programs.html) (CQIP) or program professional development plan.

How to Use This Document:

Professional development opportunities are sorted first by EEC Region and then by date and course title. Please go to [EEC’s Online Professional Development Calendar](http://www.eec.state.ma.us/ProfessionalDevelopment/WebFindTraining.aspx) or contact the corresponding EPS grantee for additional information. Educators are not restricted to participating in coursework solely in their EEC region; educators are permitted to attend coursework provided by EPS grantees outside of their region. All educators must meet requirements for participation and follow individual grantee’s procedures for course registration and fee structure.

Table 2: Professional Development Opportunity Summary by EEC Region

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | FY2016 EPS Grant Allocation | Number of Professional Development Opportunities | Number of College Courses | Number of Continuing Education Courses | Number of Opportunities Available in Other Languages |
| Region 1: Western MA | $510,427 | 67 | 10 | 57 | Spanish - 4 |
| Region 2: Central MA | $695,631 | 73 | 35 | 38 | Portuguese - 1Spanish - 7 |
| Region 3: Northeast MA | $826,119 | 62 | 36 | 26 | Spanish - 5 |
| Region 5: Southeast MA, Cape and Islands  | $567,915 | 41 | 15 | 26 | Portuguese - 2Spanish - 2 |
| Region 6: Metro Boston | $721,907 | 46 | 18 | 27 | Spanish - 8 |
| Statewide Total | $3,321,999.00 | 289 | 114 | 174 | Portuguese - 3Spanish - 26 |

## EEC Region 1: Western MA: Preschool Enrichment Team/ Valley Opportunity Council, Inc

174 Brush Hill Avenue, Room 302, West Springfield, MA 01089

[www.preschoolenrichmentteam.org](http://www.preschoolenrichmentteam.org/)

Preschool Enrichment Team (PET), an initiative through Valley Opportunity Council, Inc is the lead agent for the Educator and Provider Support grant in Western MA. PET provides professional development coursework and support services such as technical assistance and coaching and mentoring to educators and providers in EEC mixed delivery system. PET supports educators and providers in the following cities and towns:

Table 3: EEC Region 1: Cities and Towns in Western MA

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Adams | East Longmeadow | Lenox | Peru | Ware |
| Agawam | Easthampton | Leverett | Petersham | Warwick |
| Alford | Egremont | Leyden | Phillipston | Washington |
| Amherst | Erving | Longmeadow | Pittsfield | WendellFor more information regarding EEC funded professional development services in Western MA or to register for a course contact: Kimm Quinlan413.736.3900 ext.159 KQuinlan@valleyopp.com [www.preschoolenrichmentteam.org](http://www.preschoolenrichmentteam.org/) EEC LiaisonEric Lieberman413.881-1542Eric.Lieberman@massmail.state.ma.us |
| Ashfield | Florida | Ludlow | Plainfield | West Springfield |
| Athol | Gill | Middlefield | Richmond | West Stockbridge |
| Becket | Goshen | Monroe | Rowe | Westfield |
| Belchertown | Granby | Monson | Royalston | Westhampton |
| Bernardston | Granville | Montague | Russell | Whately |
| Blandford | Great Barrington | Monterey | Sandisfield | Wilbraham |
| Buckland | Greenfield | Montgomery | Savoy | Williamsburg |
| Charlemont | Hadley | Mount Washington | Sheffield | Williamstown |
| Cheshire | Hampden | New Ashford | Shelburne Falls | Windsor |
| Chester | Hancock | New Marlborough | Shutesbury | Worthington |
| Chesterfield | Hatfield | New Salem | South Hadley |  |
| Chicopee | Hawley | North Adams | Southampton |  |
| Clarksburg | Heath | Northampton | Southwick |
| Colrain | Hinsdale | Northfield | Springfield |
| Conway | Holyoke | Orange | Stockbridge |
| Cummington | Huntington | Otis | Sunderland |
| Dalton | Lanesborough | Palmer | Tolland |
| Deerfield | Lee | Pelham | Tyringham |

Table 4: Continuing Education and College Course Professional Development Opportunities provided in Western MA

| COURSE TITLE | COURSE DESCRIPTION | COURSE LOCATIONS AND DATES *Note: Dates and times are subject to change.* |
| --- | --- | --- |
| Childcare Administration I: EDU 220College Course3 Credits | Course content will focus on information and skills necessary for operating and managing a variety of early childhood programs (public, private and corporate). This course will include the study of organizational management structures. State regulations as they apply to licensing, QRIS and NAEYC standards, budget development, and family and community connections will be examined. Prerequisite: D.E.E.C. Lead Teacher Certified Co-requisite: Employment in a licensed Child Care facility working directly with preschool-aged children for a minimum of twelve hours per week and a minimum of 18 months employment in the field.Language: EnglishAge Group(s): Infants, Toddlers, PreschoolerEEC Core Competency Area(s): 4 7 8Areas of Alignment: EEC Regulations | Saturday9/8/20159:00 AM - 12:00 PMHolyoke Community College303 Homestead AvenueHolyoke, MA 1040 |
| Early Childhood Curriculum: EDU 201College Course3 Credits | Organization of curriculum including the research, theory, methods, and materials necessary in a classroom of young children. Emphasis on reading readiness and language skills. Prerequisite: EDU 101, or satisfactory placement test scores and permission of instructor (Early Childhood and OST Educators given permission to enroll if they have satisfactory placement scores on college placement exam.)Language: EnglishAge Group(s): PreschoolerEEC Core Competency Area(s): 5 Areas of Alignment: Guidelines for Preschool Learning Experiences | Wednesday9/8/20156:00 PM - 8:50 PMGreenfield Community College1 College DriveGreenfield, MA 1301 |
| Supervision and Administration in Day Care (Director II): ECE 230College Course3 Credits | Supervisory and administrative concepts and skills in a child care setting. Students refine observation skills, techniques for effective communication with staff, and ability to foster professional growth in supervisees. This course covers other administrative issues of licensing, personnel records, finance, and budgets.Prerequisite: Permission of the instructor and EEC Lead Teacher qualification.Language: EnglishAge Group(s): Infants, Toddlers, Preschooler EEC Core Competency Area(s): 3 4 5 7 8Areas of Alignment: EEC Regulations | 9/8/2015 Berkshire Community College1350 West StreetPittsfield, MA 1201 |
| Child Development Associate Credential TrainingCEU Course  | This CEU course will explore the eight content areas (listed below) required to obtain a Child Development Associate Credential.1. Planning a safe, healthy, learning environment2. Steps to advance children’s physical and intellectual development3. Positive ways to support children’s social and emotional development4. Strategies to establish productive relationships5. Strategies to manage effective program operation6. Maintaining a commitment to professionalism7. Observing and recording children’s behavior8. Principles of child development and learning Prerequisite: NoneLanguage: EnglishAge Group(s): Infants, Toddlers, Preschooler EEC Core Competency Area(s): 1 2 3 4 5 6 7 8Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers, Pre-K STE Standards | Saturday9/19/20158:30 AM - 2:30 PMValley Opportunity Council35 Mt. Carmel AvenueChicopee, MA 1013 |
| Embracing Diversity in Your Early Childhood ProgramCEU Course0.5 Credits | This training will explore many aspects of looking at the classroom and program with a multi-cultural lens to include all children, families, and the community by embracing diversity. Gain an understanding of the Environmental Rating Scale requirements for diversity, as well as related NAEYC criteria. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Infants, Toddlers, Preschooler, School AgeEEC Core Competency Area(s): 3 5 Areas of Alignment: EEC Regulations  | Friday9/25/20159:00 AM - 3:00 PMBerkshire Community College1350 West StreetPittsfield, MA 1201 |
| Improving the Quality Of Health Care Practices in Early Childhood Settings: Preventing the Spread Of InfectionsCEU Course0.5 Credits | In order to maintain healthy and safe learning environments for young children, staff in all early education and care settings need to adhere to recommended practices for infection control, including managing infectious diseases, caring for mildly ill children, personal hygiene, and diapering and toileting (APA, 2012). Topics include an overview of how infection is spread, measures to take to reduce the spread of infection, and how to plan to adapt program practices and policies to meet the recommendations for preventing the spread of infection. New information on sanitizing and disinfecting solutions and resources for planning for infection control will be shared. This course will help early childhood programs increase their performance on the Environmental Rating Scales and will prepare them for the health specialist visit at Level 3 QRIS. Prerequisites: None QRIS Alignment: Safe, Healthy, Indoor and Outdoor Environments (QRIS: 2 A.2.1 and 2A.2.2)Language: EnglishAge Group(s): Infants, Toddlers, Preschooler, School AgeEEC Core Competency Area(s): 4 Areas of Alignment: EEC Regulations | Friday9/25/20159:00 AM - 3:00 PMBerkshire Community College1350 West StreetPittsfield, MA 1201 |
| Preschool Learning GuidelinesCEU Course0.5 Credits | Research on Brain development supports the value of high quality early childhood education programs for young children. This training will guide you in planning mindful, intentional curriculum for preschool age children using the Department of Early Education and Care Preschool Early Learning Guidelines and how to incorporate those standards into daily practice.Language: EnglishAge Group(s): Preschooler EEC Core Competency Area(s): 5 Areas of Alignment: Guidelines for Preschool Learning Experiences | Friday9/25/20159:00 AM - 3:00 PMBerkshire Community College1350 West StreetPittsfield, MA 1201 |
| Supporting Positive Mental Health of Infants and ToddlersCEU Course0.5 Credits | This training will familiarize educators with the foundation of infant and toddler mental health including healthy social / emotional development of a child from birth to 3 years, working with infants / toddlers and parents, and providing participants with available community resources. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Infants, ToddlersEEC Core Competency Area(s): 1 Areas of Alignment: Guidelines for Preschool Learning Experiences | Friday9/25/20159:00 AM - 3:00 PMBerkshire Community College1350 West StreetPittsfield, MA 1201 |
| Teaching Self-Regulation to Young ChildrenCEU Course0.5 Credits | Self-regulation is a complex set of skills that exert influence over internal sensations and states. These skills are necessary for consistent performance, behavior and school readiness. Without them, a child may experience a life of chaos characterized by explosiveness, violence, anxiety, substance abuse, impulsivity, hyperactivity, distractibility or mood disorders. This skill development begins at the point of conception and continues into the late twenties. This session examines self-regulatory functions through a developmental lens and offers proven strategies to develop and strengthen them. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Infants, Toddlers, PreschoolerEEC Core Competency Area(s): 2 Areas of Alignment: Guidelines for Preschool Learning Experiences | Friday9/25/20159:00 AM - 3:00 PMBerkshire Community College1350 West StreetPittsfield, MA 1201 |
| Creando Relaciones Productivas con Familias y ComunidadesCEU Course0.5 Credits | Las relaciones forman el marco de calidad de educación temprana y programas de atención en un entorno en el que los niños se sienten seguros y protegidos. Usos de colaboración respetuosa resulta en cuidado continuo para el niño. En este curso, los participantes explorarán estrategias para establecer relaciones productivas con las familias, beneficiando a los niños, a la familia y al educador. Los participantes discutirán sobre los beneficios de las alianzas para todos los involucrados incluyendo el efecto positivo en el desarrollo de los niños Prerequisites: None QRIS Alignment: Family and Community Engagement (FCC: 4A.2.1, 4A.2.5 & 4A.3.1) (Center: 4A.3.1 & 4A.3.2)Language: SpanishAge Group(s): Infants, Toddlers, Preschooler, School AgeEEC Core Competency Area(s): 3  | Friday10/2/20159:00 AM - 3:00 PMValley Opportunity Council35 Mt. Carmel AvenueChicopee, MA 1013 |
| Improving the Quality Of Health Care Practices in Early Childhood Settings: Preventing the Spread Of InfectionsCEU Course0.5 Credits | In order to maintain healthy and safe learning environments for young children, staff in all early education and care settings need to adhere to recommended practices for infection control, including managing infectious diseases, caring for mildly ill children, personal hygiene, and diapering and toileting (APA, 2012). Topics include an overview of how infection is spread, measures to take to reduce the spread of infection, and how to plan to adapt program practices and policies to meet the recommendations for preventing the spread of infection. New information on sanitizing and disinfecting solutions and resources for planning for infection control will be shared. This course will help early childhood programs increase their performance on the Environmental Rating Scales and will prepare them for the health specialist visit at Level 3 QRIS. Prerequisites: None QRIS Alignment: Safe, Healthy, Indoor and Outdoor Environments (QRIS: 2 A.2.1 and 2A.2.2)Language: EnglishAge Group(s): Infants, Toddlers, Preschooler, School AgeEEC Core Competency Area(s): 4 Areas of Alignment: EEC Regulations | Friday10/2/20159:00 AM - 3:00 PMValley Opportunity Council35 Mt. Carmel AvenueChicopee, MA 1013 |
| Infant and Toddler Learning GuidelinesCEU Course0.5 Credits | This training will help you gain knowledge to build relationships, provide developmentally appropriate experiences and offer intentional curriculum for infants and toddlers using the Department of Early Education and Care Early Learning Guidelines for Infants/Toddlers. You will gain an overall understanding of the Guidelines and utilize them to plan supportive activities that are child specific for children from birth to 3 years of age. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Infants, ToddlersEEC Core Competency Area(s): 1 5 Areas of Alignment: Early Learning Guidlelines for Infants and Toddlers | Friday10/2/20159:00 AM - 3:00 PMValley Opportunity Council35 Mt. Carmel AvenueChicopee, MA 1013 |
| Managing Children’s BehaviorCEU Course0.5 Credits | A successful educator engages children in many exciting activities and experiences to help keep them focused and motivated. Inevitably, we encounter children with disruptive behavior that puts a damper on the smooth running of a classroom or program. This training will help you learn skills to minimize the disruption and improve the overall atmosphere of your classroom or program. We will learn about helping children to develop self-regulation, developing effective classroom rules, behavior management strategies, teaching social problem solving skills for a group or individual children, and responding to difficult behavior and physical aggression. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Infants, Toddlers, PreschoolerEEC Core Competency Area(s): 2 Areas of Alignment: Guidelines for Preschool Learning Experiences | Friday10/2/20159:00 AM - 3:00 PMHolyoke Library250 Chestnut StreetHolyoke, MA 1040 |
| To the Moon and Back: Creating Math and Science Curriculum Based on Children's Picture BooksCEU Course0.5 Credits | Participants will learn how to use Math, Science, and English Language Arts (ELA) standards to inform their work with children. They will explore the concept of using picture books to develop math and science curriculum that meets the MA Math, Science, and ELA standards while promoting language skills and higher order thinking. Find diverse ways to use picture books for all kinds of learning while increasing literacy. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Preschooler EEC Core Competency Area(s): 5 Areas of Alignment: Guidelines for Preschool Learning Experiences, Pre-K STE Standards | Friday10/2/20159:00 AM - 3:00 PMMass Green High Performance Building100 Bigelow StreetHolyoke, MA 1040 |
| The Importance of Sensory and Motor Development of Children and YouthCEU Course0.5 Credits | Children are multi-sensory beings. They mainly sense things (sensory input) and then move their bodies (motor output) in relation to those sensations. Those sensory and motor brain connections are necessary building blocks for all aspects of children's development and learning, including mood and social development. Some children's brains are not efficiently processing the sensory messages they get from their bodies and their environments; they have difficulty responding in an adaptive way to everyday sensations. Participants' who attend this training will engage in fun & functional activities to get children "in sync" through SAFE activities, specifically designed to engage various sensory systems (Sensory-motor, Appropriate, Fun and Easy). The more sensory-motor experiences young children have, the more easily they learn to function in daily life!Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Infants, Toddlers, Preschooler EEC Core Competency Area(s): 1 5 6 Areas of Alignment: , Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Friday10/23/20159:00 AM - 3:00 PMBerkshire Community College1350 West StreetPittsfield, MA 1201 |
| To the Moon and Back: Creating Math and Science Curriculum Based on Children's Picture BooksCEU Course0.5 Credits | Participants will learn how to use Math, Science, and English Language Arts (ELA) standards to inform their work with children. They will explore the concept of using picture books to develop math and science curriculum that meets the MA Math, Science, and ELA standards while promoting language skills and higher order thinking. Find diverse ways to use picture books for all kinds of learning while increasing literacy. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Preschooler EEC Core Competency Area(s): 5 Areas of Alignment: Pre-K STE Standards  | Friday10/23/20159:00 AM - 3:00 PMBerkshire Community College1350 West StreetPittsfield, MA 1201 |
| Children on the Autism SpectrumCEU Course0.5 Credits | With 1 in 68 children in the US being diagnosed with Autism Spectrum Disorders (Centers for Disease Control, 2014) it is increasingly important for child care providers to learn more about supporting children with autism. This session will provide participants with detailed information including typical behaviors and interaction styles of a child with ASD and the challenges and stressors to the family with a child with ASD. Participants will examine examples of adaptations to communication, environment, and interactions to support the inclusion of a child with ASD and will receive a collection of resources for use in your early childhood program. Prerequisites: None QRIS Alignment: Curriculum and Learning (FCC: 3A.2.4; Center: 3B.2.4; OST: 1A.3.2 & 3A.4.2)Language: EnglishAge Group(s): Infants, Toddlers, Preschooler, School AgeEEC Core Competency Area(s): 1  | Wednesday11/11/20159:00 AM - 3:00 PMMassachusetts College of Liberal Arts375 Church StreetNorth Adams, MA 1247 |
| Conflict Resolution/ Communication in Early Childhood Programs: Adult to Adult, Adult to Child, Child to ChildCEU Course0.5 Credits | This training will offer providers the opportunity to explore their own communication skill levels and help them develop strategies to identify what is happening in the moment when conflict arises. The goals for the training are that providers learn how to identify the difference between a feeling and a thought, develop conflict resolution skills to use with adults and children, and explore practical ways of supporting the child's need to express their feelings in appropriate ways as well as listen and acknowledge another child's feelings. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Infants, Toddlers, Preschooler, School AgeEEC Core Competency Area(s): 2  | Wednesday11/11/20159:00 AM - 3:00 PMGreenfield Community College1 College DriveGreenfield, MA 1301 |
| Expectations for Educator ProfessionalismCEU Course0.5 Credits | This training will identify and promote the characteristics of professionalism. It will engage the participant in a variety of ways including implementing professionalism in the workplace through the way one writes, talks, and acts. In addition, discuss the four contributions to professionalism: model and manage, work ethics, etiquette, and attitude. Included will be the review of Core Competency Area 8: Professionalism and Leadership. Prerequisites: None QRIS Alignment: Workforce Qualifications and Professional DevelopmentLanguage: EnglishAge Group(s): Infants, Toddlers, Preschooler, School AgeEEC Core Competency Area(s): 8  | Wednesday11/11/20159:00 AM - 3:00 PMGreenfield Community College1 College DriveGreenfield, MA 1301 |
| HSLI Nature Curriculum Training for Out of School Time EducatorsCEU Course0.5 Credits | This training is STEM curriculum and Literacy focused with attention to differentiating learning to meet the needs of students. Participants will engage in activities and experiences associated with the curriculum. They will also begin the planning process for implementing the curriculum at their program site. (Developed by the Hasbro Summer Learning Initiative.)Language: EnglishAge Group(s): School AgeEEC Core Competency Area(s): 5  | Wednesday11/11/20159:00 AM - 3:00 PMMassachusetts College of Liberal Arts375 Church StreetNorth Adams, MA 1247 |
| Infant and Toddler Learning GuidelinesCEU Course0.5 Credits | This training will help you gain knowledge to build relationships, provide developmentally appropriate experiences and offer intentional curriculum for infants and toddlers using the Department of Early Education and Care Early Learning Guidelines for Infants/Toddlers. You will gain an overall understanding of the Guidelines and utilize them to plan supportive activities that are child specific for children from birth to 3 years of age. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Infants, ToddlersEEC Core Competency Area(s): 1 5 Areas of Alignment: Early Learning Guidlelines for Infants and Toddlers | Wednesday11/11/20159:00 AM - 3:00 PMMassachusetts College of Liberal Arts375 Church StreetNorth Adams, MA 1247 |
| Nurturing the Development of Language and Literacy Skills through Children's LiteratureCEU Course0.5 Credits | Early literacy skills found to be most important for the later academic success include reading comprehension and extensive use of vocabulary11. During this training, participants will explore and practice strategies using children’s literature to promote literacy learning, design curriculum activities based upon a children’s book, practice reading children’s stories focusing on developing vocabulary and comprehension, and reflect on the characteristics of the children in their program. Each of these activities will assist educators in incorporating story reading and literacy based supplemental activities within the curriculum. As an added benefit, each participant will receive a children’s book (that they have used during the training) to bring back to their program. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Infants, Toddlers, PreschoolerEEC Core Competency Area(s): 1 5 Areas of Alignment: Guidelines for Preschool Learning Experiences | Wednesday11/11/20159:00 AM - 3:00 PMMassachusetts College of Liberal Arts375 Church StreetNorth Adams, MA 1247 |
| Observation and Documentation for Assessment and PlanningCEU Course0.5 Credits | Observing children in the daily life of their early childhood program or classroom is a powerful way of assessing them. This course aims to convey the power of observational assessment for gaining a rich understanding of children so that you can use that information to plan how to meet their learning needs. Participants will learn about ways to observe and document observations during a busy day. The course will include viewing video vignettes, small-group activities, and reflection to develop participants’ observation and documentation skills. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Infants, Toddlers, Preschooler, School AgeEEC Core Competency Area(s): 7 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Wednesday11/11/20159:00 AM - 3:00 PMGreenfield Community College1 College DriveGreenfield, MA 1301 |
| Supervision and Leadership in Early Childhood SettingsCEU Course0.5 Credits | Are you having trouble thinking of new ideas to keep educators motivated? Do you spend your days putting out fires? Do you have educators who do not get along? Please join us for a training about leadership and supervision in our centers/classrooms. In this training we will use self-reflection as a tool to find strategies to keep ourselves and our educators on the right track. We will share new ways to conduct regular supervision, staff meetings, staff orientations and conflict resolution. We will work to make a long-term goal for your classroom/center that you can begin implementing right away. Games and prizes too!Language: EnglishEEC Core Competency Area(s): 8 | Wednesday11/11/20159:00 AM - 3:00 PMGreenfield Community College1 College DriveGreenfield, MA 1301 |
| To the Moon and Back: Creating Math and Science Curriculum Based on Children's Picture BooksCEU Course0.5 Credits | Participants will learn how to use Math, Science, and English Language Arts (ELA) standards to inform their work with children. They will explore the concept of using picture books to develop math and science curriculum that meets the MA Math, Science, and ELA standards while promoting language skills and higher order thinking. Find diverse ways to use picture books for all kinds of learning while increasing literacy. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Preschooler EEC Core Competency Area(s): 5 Areas of Alignment: Guidelines for Preschool Learning Experiences, Pre-K STE Standards  | Wednesday11/11/20159:00 AM - 3:00 PMMassachusetts College of Liberal Arts375 Church StreetNorth Adams, MA 1247 |
| Business Expertise for Early EducationCEU Course1.5 Credits | A successful child care business will help your program be more competitive, profitable and better able to serve children and families. In this 15-hour training you will review the skills and knowledge needed to own, operate or manage a successful child care program. At the completion of the training, each participant will have completed scoring their Program Administration Scale, will have completed a detailed and full action plan on ways to improve that score, and will have finished the first draft of their programs business plan. Modules include: Child Care as Business, Being an Effective Business Leader, Personnel, Fiscal Management, Program Planning and Evaluation, Internal Marketing, External Marketing and Putting it all Together. Prerequisites: None QRIS Alignment: Leadership, Management and AdministrationLanguage: EnglishAge Group(s): Infants, Toddlers, PreschoolerEEC Core Competency Area(s): 4 Areas of Alignment: EEC Regulations  | Tuesday11/17/20159:00 AM - 3:00 PMGreen Building100 Bigelow StreetHolyoke, MA 1040 |
| Empowering Dual Language Learners in Your ProgramCEU Course0.5 Credits | Empowering Dual Language Learners provides information and practical guidance for educators on how to support DLLs (birth to 5) build confidence and advance their social-emotional development while acquiring a new language at an Early Childhood program. There are many myths regarding language acquisition and approaches to teaching diverse young children. The course focuses on manageable changes that educators can incorporate into their teaching practices to support DLLs and their families. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Infants, Toddlers, Preschooler EEC Core Competency Area(s): 1 2 3 Areas of Alignment: , Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers, Early English Language Development Standards | Tuesday12/3/20156:00 PM - 8:30 PMShriners Hospital516 Carew StreetSpringfield, MA 1104 |
| Educating the Heart: a Look into Social Emotional DevelopmentCEU Course0.5 Credits | "To educate the mind, without educating the heart is no education at all” according to Aristotle. And, future success in academics and in life is social-emotional competency. The critical time for its development is childhood, however it continues throughout adolescence. This training examines the facets of intrapersonal and interpersonal intelligences. It is filled with cutting edge insights and approaches that ensure the development of self-awareness, self-discipline, social cognition and social skills. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Infants, Toddlers, Preschooler, School AgeEEC Core Competency Area(s): 2 Areas of Alignment: Guidelines for Preschool Learning Experiences  | Monday1/4/20169:00 AM - 3:00 PMMassachusetts College of Liberal Arts375 Church StreetNorth Adams, MA 1247 |
| Emergent Curriculum for Infants and ToddlersCEU Course0.5 Credits | Participants who attend this training will travel the pathway of development of infants and toddlers to learn how a child-centered curriculum naturally emerges. Through interactive discussions and small group hands on activities, we will review the philosophy behind how children's experiences and interests can be used to create a developmentally appropriate child centered curriculum for infants and toddlers. An opportunity to practice this will be included. This training provides an excellent foundation of emergent curriculum knowledge that will be beneficial for the infant/toddler educators. Prerequisites: None QRIS Alignment: Curriculum and Learning; QRIS Standards Met: CB Educator 1A.2.1 (in part), FCC 1A.2.2 (in part).Language: EnglishAge Group(s): Infants, ToddlersEEC Core Competency Area(s): 5 Areas of Alignment: Early Learning Guidlelines for Infants and Toddlers | Monday1/4/20169:00 AM - 3:00 PMMassachusetts College of Liberal Arts375 Church StreetNorth Adams, MA 1247 |
| Observation and Documentation for Assessment and PlanningCEU Course0.5 Credits | Observing children in the daily life of their early childhood program or classroom is a powerful way of assessing them. This course aims to convey the power of observational assessment for gaining a rich understanding of children so that you can use that information to plan how to meet their learning needs. Participants will learn about ways to observe and document observations during a busy day. The course will include viewing video vignettes, small-group activities, and reflection to develop participants’ observation and documentation skills. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Infants, Toddlers, Preschooler, School AgeEEC Core Competency Area(s): 7 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Monday1/4/20169:00 AM - 3:00 PMMassachusetts College of Liberal Arts375 Church StreetNorth Adams, MA 1247 |
| To the Moon and Back: Creating Math and Science Curriculum Based on Children's Picture BooksCEU Course0.5 Credits | Participants will learn how to use Math, Science, and English Language Arts (ELA) standards to inform their work with children. They will explore the concept of using picture books to develop math and science curriculum that meets the MA Math, Science, and ELA standards while promoting language skills and higher order thinking. Find diverse ways to use picture books for all kinds of learning while increasing literacy. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Preschooler EEC Core Competency Area(s): 5 Areas of Alignment: Guidelines for Preschool Learning Experiences, Pre-K STE Standards | Monday1/4/20169:00 AM - 3:00 PMMassachusetts College of Liberal Arts375 Church StreetNorth Adams, MA 1247 |
| Engaging Families, Schools and Community PartnersCEU Course0.5 Credits | This online training explores deeper strategies for building on existing relationships with families, forging new or stronger links with schools, and connecting with community resources, agencies, and businesses. Discover approaches to relationship-building, troubleshooting common barriers, and useful strategies to forge strong connections. Explore ways to build connections between stakeholders and strengthen the program's role as a center of the local community. Learn about crafting and implementing workshops for families to implement QRIS standard 4a.4.2. Meets QRIS requirements for communicating with families and building relationships in the host community in standard 3b.2.2 (OST) and supports implementation of standard 4a.4.2 (Center/School Based, Family Child Care, and OST). Language: EnglishAge Group(s): Infants, Toddlers, Preschooler, School AgeEEC Core Competency Area(s): 3 Areas of Alignment: EEC Regulations | 1/14/2016Online |
| Fortaleciendo a los Aprendices de Dos Idiomas en Su ProgramaCEU Course0.5 Credits | Esta capacitación proporciona información y orientación práctica para dar apoyo a los educadores en cómo promover la adquisición de un segundo idioma y al mismo tiempo cómo fomentar el crecimiento en las áreas social y emocional de los aprendices de dos idiomas / DLLs (menores de 5 años de edad). Existen muchos mitos sobre la adquisición de un idioma y sobre los diferentes enfoques de enseñanza que se pueden utilizar para enseñar un segundo idioma. El curso se centra en cambios sencillos que el educador puede incorporar en su estilo de enseñanza para apoyar a los aprendices de dos idiomas y sus familias. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: SpanishAge Group(s): Infants, Toddlers, Preschooler, EEC Core Competency Area(s): 1 2 3 Areas of Alignment: , Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers, Early English Language Development Standards | Friday1/15/20169:00 AM - 3:00 PMHolyoke Community College303 Homestead AvenueHolyoke, MA 1040 |
| It’s a Kids’ World After All: Hands on FUNCEU Course0.5 Credits | Have you always wanted to learn American Sign Language (ASL)? Participants will use signs, body language, facial expressions & gestures throughout training activities, learn how to use this with the infants through Pre-K children in your program and have lots of fun doing it! Since spoken language will be forbidden after “SIGN CLASS”, participants will be exhibiting all afore-mentioned methods to communicate as you “travel” around “Tranquil Town” doing activities of daily living. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Preschooler, School AgeEEC Core Competency Area(s): 2 Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Friday1/15/20169:00 AM - 3:00 PMHolyoke Community College303 Homestead AvenueHolyoke, MA 1040 |
| Preschool Learning GuidelinesCEU Course0.5 Credits | Research on Brain development supports the value of high quality early childhood education programs for young children. This training will guide you in planning mindful, intentional curriculum for preschool age children using the Department of Early Education and Care Preschool Early Learning Guidelines and how to incorporate those standards into daily practice. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Preschooler EEC Core Competency Area(s): 5 Areas of Alignment: Guidelines for Preschool Learning Experiences | Friday1/15/20169:00 AM - 3:00 PMHolyoke Community College303 Homestead AvenueHolyoke, MA 1040 |
| Understanding and Implementing Developmental ScreeningCEU Course0.5 Credits | In this course you will learn why developmental screening is so important when working with young children. You will also learn what to look for when choosing a screening tool, ways to implement a screening program, how to involve parents in the screening process, and how to follow-up when screening results indicate children may need further evaluation. This course will also provide an introduction to how to use the ASQ-3 screening tool. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Infants, Toddlers, PreschoolerEEC Core Competency Area(s): 1 3 7 Areas of Alignment: EEC Regulations | Friday1/15/20169:00 AM - 3:00 PM Holyoke Community College303 Homestead AvenueHolyoke, MA 1040 |
| Children with Disabilities in the Educational SettingCollege Course3 Credits | This course provides a survey of the unique needs of children with disabilities and "at-risk" students within the educational context. An emphasis will be placed on understanding the origin and characteristics of specific disabilities, and development of collaborative intervention strategies that meet the needs of all children. A 20-hour service learning unit in an inclusive educational setting is required.Prerequisite: EDU 104 with a grade of C or better and eligibility for ENG 101Language: EnglishAge Group(s): Infants, Toddlers, Preschooler, School AgeEEC Core Competency Area(s): 1 2 3 7 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | 1/25/2016Holyoke Community College303 Homestead AvenueHolyoke, MA 1040 |
| Child Growth and Development: PSY 233College Course3 Credits | Focuses on the development of the child from conception to adolescence. The concept of development is explored in depth and all aspects of the developing child are considered: social, emotional, physical, verbal, intellectual, and creative. Major theories of child development are reviewed. Research in child development is studied with particular attention paid to naturalistic observation. Prerequisite: PSY 101 or satisfactory placement test scores and permission of instructor (Early Childhood and OST Educators given permission to enroll if they have satisfactory placement scores on college placement exam.)Language: EnglishAge Group(s): Infants, Toddlers, Preschooler, School AgeEEC Core Competency Area(s): 1 6 7 Areas of Alignment: Early Learning Guidlelines for Infants and Toddlers | 1/26/2016 Greenfield Community College1 College DriveGreenfield, MA 1301 |
| Infant and Toddler Care: ECE 220College Course3 Credits | A focused study of child care from birth through 36 months. Course includes history of infant and toddler care; types of programs and when they are appropriate; nurturing environments; health and safety considerations; and developmental stages from cognitive, motor, language, and social skills perspectives. Prerequisite: ECE 101 or PSY 204Language: EnglishAge Group(s): Infants, Toddlers, Preschooler EEC Core Competency Area(s): 1 2 4 5 6 Areas of Alignment: EEC Regulations, Early Learning Guidlelines for Infants and Toddlers  | 1/26/2016Berkshire Community College1350 West StreetPittsfield, MA 1201 |
| Working with Children with Special Diets, Food Allergies, and Specialized Feeding IssuesCEU Course0.5 Credits | Food allergies affect 1 in 13 children in the United States, with young children being affected the most. Food allergies, food sensitivities and other feeding issues are an increasing concern for early education and care programs. Participants will be introduced to the health and safety needs of children with special dietary needs and ways to support these children and collaborate with families and health professionals. Participants will begin to develop their own individual health care plan for children with special diets, allergies, and specialized feeding issues in their program. This class will be taught in a webinar format, in two 2-hour live webinars with required homework assignments. Prerequisites: None QRIS Alignment: Safe, Healthy, Indoor and Outdoor Environments (FCC: 2A.3.3; Center and OST: 3A.3.2)Language: EnglishAge Group(s): Infants, Toddlers, Preschooler, School AgeEEC Core Competency Area(s): 6 Areas of Alignment: EEC Regulations | 2/1/2016Online |
| Promoting Positive Behavior: Understanding Triggers and Crisis De-EscalationCEU Course0.5 Credits | Highlights:* Make any situation an opportunity for learning, insight and growth!
* Explore the relationship between unmet developmental needs and a child’s triggers
* Learn to identify a child’s triggers
* Figure out ways to de-escalate prior to a crisis and handle it when one arises
* Learn to use tools that will help you manage your own response and model constructive behaviors for your students
* Use scenarios to practice problem solving!
* Explore BOSTnet’s 5 steps for crisis de-escalation
* Develop a de-escalation or crisis response plan for use in your program.
* QRIS Alignment: Curriculum and Learning

Language: EnglishAge Group(s): Preschooler, School AgeEEC Core Competency Area(s): 2 Areas of Alignment: Guidelines for Preschool Learning Experiences | 2/10/2016Online |
| Playing it Safe in Out of School ProgramsCEU Course0.5 Credits | This training will explore multiple levels of health and safety in youth programs. While First Aid training prepares staff for how to respond to health and safety issues once an injury occurs, the Play it Safe model takes a proactive, holistic approach to creating a safe and healthy environment that involves all program stake holders. A variety of conceptual safety-lenses will be introduced to explore a range of health and safety issues that affect child safety, health and well-being including: age appropriateness of activity offerings, risk taking, skills parity and preparedness, teasing and bullying, and more. The training will involve a variety of fun and engaging hands-on activities and games that can be used with co-workers, as well as with youth participants, to promote health and safety in high active OST settings. Participants in the training sessions will have opportunities to share insights and best practices with one another, discuss and analyze ‘Play it Safe’ strategies and will receive handouts, tools and resources to take back to their programs. Prerequisites: None QRIS Alignment: Safe, Healthy, Indoor and Outdoor EnvironmentsLanguage: EnglishAge Group(s): School AgeEEC Core Competency Area(s): 5 6  | Monday3/14/20169:00 AM - 3:00 PMBerkshire Community College1350 West StreetPittsfield, MA 1201 |
| STEM Standards SimplifiedCEU Course0.5 Credits | Plagued by planets? Overwhelmed by Oobleck? Join me for an interactive workshop about the STEM standards. Activities and discussions will help participants gain practical knowledge about what the standards are and how to make them come alive in the classroom. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): PreschoolerEEC Core Competency Area(s): 5 Areas of Alignment: Pre-K STE Standards | Monday3/14/20169:00 AM - 3:00 PMBerkshire Community College1350 West StreetPittsfield, MA 1201 |
| Supporting Communication, Language and Literacy in Young ChildrenCEU Course0.5 Credits | This training will incorporate the stages of language development, strategies for supporting language and communication development, and the importance of language and communication as a foundation for literacy. Using the guidance and knowledge in Talk to Me Baby! by Betty Bardidge participants will learn the Key concepts of print and literacy and how to incorporate this knowledge into their daily work in order to put children on a path to school and life success. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Infants, Toddlers, PreschoolerEEC Core Competency Area(s): 1 5 Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Monday3/14/20169:00 AM - 3:00 PMBerkshire Community College1350 West StreetPittsfield, MA 1201 |
| Nurturing the Development of Language and Literacy Skills through Children's LiteratureCEU Course0.5 Credits | Early literacy skills found to be most important for the later academic success include reading comprehension and extensive use of vocabulary11. During this training, participants will explore and practice strategies using children’s literature to promote literacy learning, design curriculum activities based upon a children’s book, practice reading children’s stories focusing on developing vocabulary and comprehension, and reflect on the characteristics of the children in their program. Each of these activities will assist educators in incorporating story reading and literacy based supplemental activities within the curriculum. As an added benefit, each participant will receive a children’s book (that they have used during the training) to bring back to their program. Prerequisites: None QRIS Alignment: Curriculum and Learning (FCC: 1A.2.3, 1A.4.2 and 3A.2.4Center: 1A.4.1)Language: EnglishAge Group(s): Infants, Toddlers, PreschoolerEEC Core Competency Area(s): 1 5 Areas of Alignment: Guidelines for Preschool Learning Experiences | Friday3/18/20169:00 AM - 3:00 PMHolyoke Community College303 Homestead AvenueHolyoke, MA 1040 |
| Observation and Documentation for Assessment and PlanningCEU Course0.5 Credits | Observing children in the daily life of their early childhood program or classroom is a powerful way of assessing them. This course aims to convey the power of observational assessment for gaining a rich understanding of children so that you can use that information to plan how to meet their learning needs. Participants will learn about ways to observe and document observations during a busy day. The course will include viewing video vignettes, small-group activities, and reflection to develop participants’ observation and documentation skills. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Infants, Toddlers, Preschooler, School AgeEEC Core Competency Area(s): 7 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Friday3/18/20169:00 AM - 3:00 PMHolyoke Community College303 Homestead AvenueHolyoke, MA 1040 |
| Smart Moves! Intro to Neuro-Developmental Movement for Young ChildrenCEU Course0.5 Credits | People have long recognized the importance of exercise for physical and emotional well-being. What is now coming to light, through the explosion of neuro-research, is the vital role of movement for brain health and growth for people at all ages and stages of life. But not all movement is created equal! The aim of this training is to introduce participants to the principles and practices of neurodevelopment movement for early childhood settings and to inspire them to weave simple, quick and effective neuromovement activities and principles into their daily program practices as part of a high-quality learning environment with happy, engaged students! Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Preschooler, School AgeEEC Core Competency Area(s): 1 Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Friday3/18/20169:00 AM - 3:00 PMHolyoke Community College303 Homestead AvenueHolyoke, MA 1040 |
| Trabajando con Niños con Dietas Especiales, Alergias y Problemas de Alimentación EspecializadosCEU Course0.5 Credits | Las alergias alimenticias afectan a 1 en cada 13 niños en los Estados Unidos; con niños pequeños siendo los más afectados. Las alergias a alimentos, sensibilidad a los alimentos y otros problemas de alimentación son una preocupación que incrementa para los programas de educación y de atención temprana. Los participantes serán introducidos a las necesidades de salud y seguridad de los niños con dietas especiales, formas de apoyar a estos niños y colaborar con las familias y profesionales de la salud. Los participantes empezaran a desarrollar su propio plan de salud para niños con dietas especiales, alergias y problemas de alimentación. QRIS Standard 2a.3.3 (FCC) Center; 2a.3.2 (Center and After-School).Prerequisites: None QRIS Alignment: Safe, Healthy, Indoor and Outdoor Environments (FCC: 2A.3.3; Center and OST: 3A.3.2)Language: SpanishAge Group(s): Infants, Toddlers, Preschooler, School AgeEEC Core Competency Area(s): 6 Areas of Alignment: EEC Regulations | Friday3/18/20169:00 AM - 3:00 PM Holyoke Community College303 Homestead AvenueHolyoke, MA 1040 |
| All Means All: Supporting Trauma Survivors and Students with Social Emotional ChallengesCEU Course0.5 Credits | This training will provide background and history on:\* Inclusion vs. exclusion \* Survivors of trauma, abuse, and homelessness\* Common emotional and behavioral disabilities & challenges\* Concrete strategies to support children with any of the above challenges\* Cultural perspectives and etiquette on inclusion\* Creating a shift in program culture towards inclusion\* Troubleshooting barriers and challenges \* Building and implementing a work plan to improve inclusion Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Infants, Toddlers, Preschooler, School AgeEEC Core Competency Area(s): 2 Areas of Alignment: Guidelines for Preschool Learning Experiences | 3/21/2016Online |
| Fostering Positive Environments Through Intentional Teaching and Self ReflectionCEU Course0.5 Credits | Challenging behaviors are on the increase and that means that programs need to adopt a more comprehensive approach. Learn how to improve the social-emotional climate in your program by setting the foundation with warm, respectful relationships, having clear and consistent rules, routines and limits, making changes in the program environment and schedule, and practicing effective interventions. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Infants, Toddlers, Preschooler, School AgeEEC Core Competency Area(s): 5 Areas of Alignment: Guidelines for Preschool Learning Experiences | Friday4/18/20169:00 AM - 3:00 PMGreenfield Community College1 College DriveGreenfield, MA 1301 |
| Improving the Quality Of Health Care Practices in Early Childhood Settings: Preventing the Spread of InfectionsCEU Course0.5 Credits | In order to maintain healthy and safe learning environments for young children, staff in all early education and care settings need to adhere to recommended practices for infection control, including managing infectious diseases, caring for mildly ill children, personal hygiene, and diapering and toileting (APA, 2012). Topics include an overview of how infection is spread, measures to take to reduce the spread of infection, and how to plan to adapt program practices and policies to meet the recommendations for preventing the spread of infection. New information on sanitizing and disinfecting solutions and resources for planning for infection control will be shared. This course will help early childhood programs increase their performance on the Environmental Rating Scales and will prepare them for the health specialist visit at Level 3 QRIS. Prerequisites: None QRIS Alignment: Safe, Healthy, Indoor and Outdoor Environments (QRIS: 2 A.2.1 and 2A.2.2)Language: EnglishAge Group(s): Infants, Toddlers, Preschooler, School AgeEEC Core Competency Area(s): 4 Areas of Alignment: EEC Regulations | Friday4/18/20169:00 AM - 3:00 PMGreenfield Community College1 College DriveGreenfield, MA 1301 |
| Managing Children’s BehaviorCEU Course0.5 Credits | A successful educator engages children in many exciting activities and experiences to help keep them focused and motivated. Inevitably, we encounter children with disruptive behavior that puts a damper on the smooth running of a classroom or program. This training will help you learn skills to minimize the disruption and improve the overall atmosphere of your classroom or program. We will learn about helping children to develop self-regulation, developing effective classroom rules, behavior management strategies, teaching social problem solving skills for a group or individual children, and responding to difficult behavior and physical aggression. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Infants, Toddlers, PreschoolerEEC Core Competency Area(s): 2 Areas of Alignment: , Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Friday4/18/20169:00 AM - 3:00 PMGreenfield Community College1 College DriveGreenfield, MA 1301 |
| Supporting Communication, Language and Literacy in Young ChildrenCEU Course0.5 Credits | This training will incorporate the stages of language development, strategies for supporting language and communication development, and the importance of language and communication as a foundation for literacy. Using the guidance and knowledge in Talk to Me Baby! by Betty Bardidge participants will learn the Key concepts of print and literacy and how to incorporate this knowledge into their daily work in order to put children on a path to school and life success. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Infants, Toddlers, PreschoolerEEC Core Competency Area(s): 1  | Friday4/18/20169:00 AM - 3:00 PMGreenfield Community College1 College DriveGreenfield, MA 1301 |
| The Foundations of the CSEFEL Pyramid Model CourseCEU Course1.5 Credits | This 15-hour training experience introduces participants to the CSEFEL Pyramid Model of promoting social emotional development while preventing and addressing challenging behavior in young children. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Infants, Toddlers, Preschooler, EEC Core Competency Area(s): 1 2 5 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers, Early English Language Development Standards | Saturday4/23/20169:00 AM - 4:00 PMBerkshire Community College1350 West StreetPittsfield, MA 1201 |
| Assessment of Young Children: EDU 338College Course3 Credits | ELMS cohort course for B.A. completion program held at Greenfield Community College. Professional teachers are constantly assessing their young students’ growth in all areas of development. This course outlines both formal and informal methods of observing and measuring the progress of young children in all areas of development. Current screening assessments will be explored in detail. Prerequisite: Students should already have completed an Associate’s degree or coursework in line with transfer guidelines established by ELMS and GCC.Language: EnglishAge Group(s): Infants, Toddlers, PreschoolerEEC Core Competency Area(s): 1 7 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers, Pre-K STE Standards | 5/7/2016Greenfield Community College1 College DriveGreenfield, MA 1301 |
| Classroom Management/ Teaching Strategies: EDUC 420College Course3 Credits | Prepares one to design educational environments that support all learners and to see classrooms from the learners perspective including the learner whose cultural, linguistic, social, psychological, or economic background is different from the teacher or from the mainstream. Demonstrates that managing classrooms requires attention to physical, social, temporal, auditory, and visual dimensions. Provides strategies to build the social competence of learners who present behavior difficulties. Prerequisite: Department approvalLanguage: EnglishAge Group(s): Infants, Toddlers, Preschooler, School AgeEEC Core Competency Area(s): 2 4 5 7 Areas of Alignment: Guidelines for Preschool Learning Experiences | 5/19/2016Massachusetts College of Liberal Arts375 Church StreetNorth Adams, MA 1247 |
| Nutrition: BIOL 250College Course3 Credits | Investigates the importance of diet for present and future good health. Examines the importance of carbohydrates, fats, proteins, vitamins and minerals, and their interactions. In addition, the course explores topics such as label-reading, diets, dietary analysis and other issues of current interest. Prerequisite: BIOL 100 or BIOL 150Language: EnglishAge Group(s): Infants, Toddlers, Preschooler, School AgeEEC Core Competency Area(s): 1 6 Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | 5/19/2016 Massachusetts College of Liberal Arts375 Church StreetNorth Adams, MA 1247 |
| Health Safety and Nutrition: EDU 203College Course3 Credits | This course will provide students with an understanding of a "healthy" developmentally appropriate and inclusive environment for young children. An emphasis will be placed on current trends and definition of "wellness" including, nutrition, physical and emotional health, lifestyle, and the need for physical activity for children and families. Students will become familiar with local, state, and federal programs and agencies which promote and support the "wellness" of today's diverse families. The Massachusetts Early Childhood Standards will be incorporated into the course content. Prerequisite: EDU 104 with a grade of C or better and eligibility for ENG 10Language: EnglishAge Group(s): Infants, Toddlers, Preschooler, School AgeEEC Core Competency Area(s): 1 5 6 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | 5/31/2016 Holyoke Community College303 Homestead AvenueHolyoke, MA 1040 |
| Building Positive Partnerships with FamiliesCEU Course0.5 Credits | This training is designed to help you think deeply about how to build effective, positive partnerships / relationships with families in your programs. We will examine what you are already doing, and using self-reflection and collaboration, think of ways to enhance these methods. We will have a particular focus on what kind of information can be shared as a tool for building trust and collaboration. Beginning with this concept we will move into ways of communicating and involving families in the classroom. Come join us for an interactive training that will help stimulate your family relationships. Prerequisites: None QRIS Alignment: Family and Community EngagementLanguage: EnglishAge Group(s): Infants, Toddlers, Preschooler, School AgeEEC Core Competency Area(s): 3 Areas of Alignment: EEC Regulations | Friday6/17/20169:00 AM - 3:00 PMHolyoke Community College303 Homestead AvenueHolyoke, MA 1040 |
| Conflict Resolution/ Communication in Early Childhood Programs: Adult to Adult, Adult to Child, Child to ChildCEU Course0.5 Credits | This training will offer providers the opportunity to explore their own communication skill levels and help them develop strategies to identify what is happening in the moment when conflict arises. The goals for the training are that providers learn how to identify the difference between a feeling and a thought, develop conflict resolution skills to use with adults and children, and explore practical ways of supporting the child's need to express their feelings in appropriate ways as well as listen and acknowledge another child's feelings. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Infants, Toddlers, Preschooler, School AgeEEC Core Competency Area(s): 2  | Friday6/17/20169:00 AM - 3:00 PMHolyoke Community College303 Homestead AvenueHolyoke, MA 1040 |
| Including Everyone: Inclusion Strategies for Out of School Time and Family Child Care EducatorsCEU Course0.5 Credits | Using a combination of participatory learning methods we will explore some of the specific disabilities and related behaviors children may exhibit in your program and learn strategies for creating a program that meets the needs of individual children, the group as a whole and the staff who work with them. Special performance by “The Kids On the Block” –a puppet troupe that helps teach about disability awareness in a fun and interactive way. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): School AgeEEC Core Competency Area(s): 1 2 5  | Friday6/17/20169:00 AM - 3:00 PMHolyoke Community College303 Homestead AvenueHolyoke, MA 1040 |
| Matemáticas: Más Allá de Contar 1-2-3CEU Course0.5 Credits | Las matemáticas están en todas partes - en el mundo que nos rodea, en la naturaleza, y en nuestros programas de educación infantil, en su interior y exterior. Buscando las matemáticas todos los días de la vida, usted puedeayudar a los niños a aprender los conceptos básicos y comprender por qué las matemáticas son tan importantes. A través de esta capacitación estudiaremos en forma interactiva el desarrollo matemático que se da en los primeros cinco años de la vida de un niño, utilizando las Pautas de Aprendizaje para Bebés, Niños Pequeños, y Preescolares, y la herramienta de Teaching Strategies GOLD. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: SpanishAge Group(s): Infants, Toddlers, PreschoolerEEC Core Competency Area(s): 1 5 Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Friday6/17/20169:00 AM - 3:00 PMHolyoke Community College303 Homestead AvenueHolyoke, MA 1040 |
| Supporting Positive Mental Health of Infants and ToddlersCEU Course0.5 Credits | This training will familiarize educators with the foundation of infant and toddler mental health including healthy social / emotional development of a child from birth to 3 years, working with infants / toddlers and parents, and providing participants with available community resources. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Infants, ToddlersEEC Core Competency Area(s): 1 Areas of Alignment: Early Learning Guidlelines for Infants and Toddlers | Friday6/17/20169:00 AM - 3:00 PMHolyoke Community College303 Homestead AvenueHolyoke, MA 1040 |
| Observation and Documentation for Assessment and PlanningCEU Course0.5 Credits | Observing children in the daily life of their early childhood program or classroom is a powerful way of assessing them. This course aims to convey the power of observational assessment for gaining a rich understanding of children so that you can use that information to plan how to meet their learning needs. Participants will learn about ways to observe and document observations during a busy day. The course will include viewing video vignettes, small-group activities, and reflection to develop participants’ observation and documentation skills. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Infants, Toddlers, Preschooler, School AgeEEC Core Competency Area(s): 7 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Friday6/24/20169:00 AM - 3:00 PMBerkshire Community College1350 West StreetPittsfield, MA 1201 |
| Playing it Safe in Out of School ProgramsCEU Course0.5 Credits | This training will explore multiple levels of health and safety in youth programs. While First Aid training prepares staff for how to respond to health and safety issues once an injury occurs, the Play it Safe model takes a proactive, holistic approach to creating a safe and healthy environment that involves all program stake holders. A variety of conceptual safety-lenses will be introduced to explore a range of health and safety issues that affect child safety, health and well-being including: age appropriateness of activity offerings, risk taking, skills parity and preparedness, teasing and bullying, and more. The training will involve a variety of fun and engaging hands-on activities and games that can be used with co-workers, as well as with youth participants, to promote health and safety in high active OST settings. Participants in the training sessions will have opportunities to share insights and best practices with one another, discuss and analyze ‘Play it Safe’ strategies and will receive handouts, tools and resources to take back to their programs. QRIS Alignment: Safe, Healthy, Indoor and Outdoor EnvironmentsLanguage: EnglishAge Group(s): School AgeEEC Core Competency Area(s): 5 6  | Friday6/24/20169:00 AM - 3:00 PMBerkshire Community College1350 West StreetPittsfield, MA 1201 |
| Preschool Learning GuidelinesCEU Course0.5 Credits | Research on Brain development supports the value of high quality early childhood education programs for young children. This training will guide you in planning mindful, intentional curriculum for preschool age children using the Department of Early Education and Care Preschool Early Learning Guidelines and how to incorporate those standards into daily practice. Prerequisites: None QRIS Alignment: Curriculum and LearningLanguage: EnglishAge Group(s): Preschooler EEC Core Competency Area(s): 5 Areas of Alignment: Guidelines for Preschool Learning Experiences | Friday6/24/20169:00 AM - 3:00 PMBerkshire Community College1350 West StreetPittsfield, MA 1201 |
| Supervision and Leadership in Early Childhood SettingsCEU Course0.5 Credits | Are you having trouble thinking of new ideas to keep educators motivated? Do you spend your days putting out fires? Do you have educators who do not get along? Please join us for a training about leadership and supervision in our centers/classrooms. In this training we will use self-reflection as a tool to find strategies to keep ourselves and our educators on the right track. We will share new ways to conduct regular supervision, staff meetings, staff orientations and conflict resolution. We will work to make a long-term goal for your classroom/center that you can begin implementing right away. Games and prizes too!Language: EnglishEEC Core Competency Area(s): 8  | Friday6/24/20169:00 AM - 3:00 PMBerkshire Community College1350 West StreetPittsfield, MA 1201 |

## EEC Region 2: Central MA: Family Services of Central MA

31 Harvard Street, Worcester, MA 01609

[www.cccfscm.org](http://www.cccfscm.org/)

Family Services of Central Massachusetts is the lead agent for the Educator and Provider Support grant in Central MA. The grantee provides professional development coursework and support services such as technical assistance and coaching and mentoring to educators and providers in EEC mixed delivery system to educators and providers in the following cities and towns:

Table 5: EEC Region 2: Cities and Towns in Central MA

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Acton | Dover | Lancaster | Northbridge | Templeton |
| Ashburnham | Dudley | Leicester | Oakham | TownsendFor more information regarding EEC funded professional development services in Central MA or to register for a course contact: Joanne Gravell508-757-1503 x211jgravell@cccfscm.org[www.cccfscm.org](http://www.cccfscm.org/)EEC LiaisonEric Lieberman413.881-1542Eric.Lieberman@massmail.state.ma.us |
| Ashby | East Brookfield | Leominster | Oxford | Upton |
| Ashland | Fitchburg | Littleton | Paxton | Uxbridge |
| Auburn | Foxboro | Lunenburg | Pepperell | Wales |
| Ayer | Framingham | Marlborough | Plainville | Walpole |
| Barre | Franklin | Maynard | Princeton | Warren |
| Bellingham | Gardner | Medfield | Rutland | Wayland |
| Berlin | Grafton | Medway | Sherborn | Webster |
| Blackstone | Groton | Mendon | Shirley | West Boylston |
| Bolton | Hardwick | Milford | Shrewsbury | West Brookfield |
| Boxboro | Harvard | Millbury | Southborough | Westborough |
| Boylston | Holden | Millis | Southbridge | Westminster |
| Brimfield | Holland | Millville | Spencer | Westwood |
| Brookfield | Holliston | Natick | Sterling | Winchendon |
| Charlton | Hopedale | New Braintree | Stow | Worcester |
| Clinton | Hopkinton | Norfolk | Sturbridge | Wrentham |
| Concord | Hubbardston | North Brookfield | Sudbury |
| Douglas | Hudson | Northborough | Sutton |

Table 6: Continuing Education and College Course Professional Development Opportunities provided in Central MA

|  |  |  |
| --- | --- | --- |
| COURSE TITLE | COURSE DESCRIPTION | COURSE LOCATIONS AND DATES Note: Dates are subject to change |
| CDA Renewal Course CEU Course4.5 Credits | This course meets the requirements for training for CDA renewal in content focused on the 6 competency goals and the 13 functional areas. This course addresses QRIS Standards 1,2, & 3.Language: EnglishAge Group(s): Infant, Toddler, PreschoolEEC Core Competency Area(s): 1 2 3 4 5 6 7 8 | All YearOnline |
| Child Care Abuse Awareness for CenterCEU Course0.5 Credits | This course provides an overview of the signs of child abuse including physical, emotional, and sexual abuse and child neglect. Reporting procedures are reviewed.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 3 4 Areas of Alignment: EEC Regulations  | All Year Online |
| Child Care Abuse Awareness for Family Child CareCEU Course0.5 Credits | This course provides an overview of the signs of child abuse including physical, emotional, and sexual abuse and child neglect. Reporting procedures are reviewed.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 3 4 Areas of Alignment: EEC Regulations  | All Year Online |
| Child Care Essentials for CentersCEU Course4 Credits | This course is an overview of basic knowledge, content and skills for the entry level provider. Topics cover 40 hours of material including child growth and development, planning programs, learning activities and curriculum, partnering with parents, health, safety and nutrition and professionalism and leadership.Language: EnglishAge Group(s): Infant, Toddler, Preschool EEC Core Competency Area(s): 1 2 3 4 5 6 8 | All Year Online |
| Child Care Essentials for CentersCEU Course4 Credits | This course is an overview of basic knowledge, content and skills for the entry level provider. Topics cover 40 hours of material including child growth and development, planning programs, learning activities and curriculum, partnering with parents, health, safety and nutrition and professionalism and leadership.Language: SpanishAge Group(s): Infant, Toddler, Preschool EEC Core Competency Area(s): 1 2 3 4 5 6 8 | All Year Online |
| Child Care Essentials for Family Child Care ProvidersCEU Course4 Credits | This course is an overview of basic knowledge, content and skills for the entry level provider. Topics cover 40 hours of material including child growth and development, planning programs, learning activities and curriculum, partnering with parents, health, safety and nutrition and professionalism and leadership.Language: SpanishAge Group(s): Infant, Toddler, Preschool, EEC Core Competency Area(s): 1 2 3 4 5 6 8  | All Year Online |
| Child Care Essentials for Family Child Care ProvidersCEU Course4 Credits | This course is an overview of basic knowledge, content and skills for the entry level provider. Topics cover 40 hours of material including child growth and development, planning programs, learning activities and curriculum, partnering with parents, health, safety and nutrition and professionalism and leadership.Language: EnglishAge Group(s): Infant, Toddler, Preschool, EEC Core Competency Area(s): 1 2 3 4 5 6 8  | All Year Online |
| Training Academy CDA Credential Training for CenterCEU Course12 Credits | This course offers comprehensive training covering the six Competency Goals and the 13 Functional Areas of content required for the CDA for Center Providers. This course addresses QRIS Standards 1, 2, 3, 4, & 5.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 2 3 4 5 6 7 8  | All Year Online |
| Training Academy CDA Credential Training for Family Child CareCEU Course12 Credits | This course offers comprehensive training covering the six Competency Goals and the 13 Functional Areas of content required for the CDA for Family Child Care Providers. This course addresses QRIS Standards 1, 2, 3, 4, & 5.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 2 3 4 5 6 7 8  | All Year Online |
| Nutrition and Feeding Issues in Early ChildhoodCEU Course0.5 Credits | With the increased awareness of the need for establishing healthy eating habits in early childhood, as well as the increase in working with young children with food allergies and special feeding issues, early educators are being called upon to have a greater degree of knowledge about nutrition and food allergies. In this course you will gain the foundational information to incorporate healthy nutrition into your program, with a focus on creating an environment that meets the nutritional needs of all children. Discussion will include how to identify and deal with food allergies and special feeding issues, as well as how to partner with families in order to respect and adapt to the diverse needs of children in your program. This course addresses QRIS Standard 2.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 3 4 6 Areas of Alignment: EEC Regulations | Monday8/10/20156:30 PM - 9:00 PMWoods Edge Childrens' Center41 Prides Crossing RoadSudbury, MA 1776 |
| Diverse Learners in the Classroom: EDUC 2203College Course3 Credits | This course will provide students with fundamental background knowledge in the field of special education as well as current research on how students with various learning needs are served within inclusive school environments. Students will study the major physical, psychological, learning, and behavioral characteristics of children with special needs and the implications of these characteristics for effective instruction at the early childhood (PK-2) and elementary (1-6) levels. Addresses QRIS Standard 3.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 4 Areas of Alignment: Guidelines for Preschool Learning Experiences | Tuesday9/1/20156:00 PM - 9:00 PMBecker College61 Sever StreetWorcester, MA 1609 |
| Discipline: Guiding Children's Behavior: ECE255College Course3 Credits | This course helps students examine and interpret young children’s behavior. The course examines a variety of positive approaches to discipline. Students discover how materials and use of space contribute to children’s behavior; learn appropriate speech and action to guide children toward cooperation and productive interactions with others; and, develop realistic expectations of young children according to the child’s developmental level. Prerequisite: Eng 100 or appropriate placement score Addresses QRIS Standards 1B and 3.Language: SpanishAge Group(s): , Toddler, Preschool, EEC Core Competency Area(s): 2 5 Areas of Alignment: EEC Regulations  | Tuesday9/2/20156:00 PM - 8:50 PMQuinsigamond Community College670 West Boylston StreetWorcester, MA 1606 |
| Seminar and Field Experience: Leadership in Early Education and Care: ECE246College Course3 Credits | This course examines students' field experiences in connection with leadership skills and competencies. Students select a focus competency directly related to the early childhood field experience and assume a leadership role working with staff and families. Seminar sessions support the students' self-examination of leadership competencies. Student demonstrate these specific leadership competencies in class and at the fieldwork placement. Skills required include reflective and analytical thinking, demonstration of logic, use of supportive interpersonal skills, clear written and oral communication and the ability to problem solve in group settings. Pre-requisite: must have completed all 4 Leadership Certificate Courses. Addresses QRIS Standards 3 and 5.Language: EnglishEEC Core Competency Area(s): 8Areas of Alignment: EEC Regulations  | Wednesday9/2/20156:00 PM - 8:50 PMQuinsigamond Community College670 West Boylston StreetWorcester, MA 1606 |
| Advocacy and Ethics for Social Justice in Early Care and Education: ECE245College Course3 Credits | This course examines the critical role advocacy plays in early education and care. Students use the National Association for the Education of Young Children’s Code of Ethics in their work to support advocacy for quality early childhood programs, and in addressing local/international issues for children and families. This course is offered for Graduate Credit by Worcester State University for students with a Bachelor’s Degree. Prerequisites: Child Growth & Development, Human Development 1 or Child Psychology Addresses QRIS Standards 3 and 5.Language: EnglishAge Group(s): Infant, Toddler, Preschool, EEC Core Competency Area(s): 3 8Areas of Alignment: EEC Regulations  | Monday9/7/20156:00 PM - 8:50 PMQuinsigamond Community College670 West Boylston StreetWorcester, MA 1606 |
| Administration of Early Childhood Programs: ED221College Course3 Credits | This course acquaints participants with critical elements in establishing and operating a childcare center. It will explore state regulations, staff relationships, business practices, parent contacts, and community relationships. This course meets the requirements of the Department of Early Childhood Education and Care for the Director I certificate> Lecture: 3 hours per week. Addresses QRIS Standards 3 and 5.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 3 4 6 8Areas of Alignment: EEC Regulations | Tuesday9/8/20156:45 PM - 9:15 PMMassBay Community College19 Flagg DriveFramingham, MA 1702 |
| Child Development: PS222College Course3 Credits | This course studies child development from birth to pubescence with a focus on infancy through 6 years of age. Problems of discipline, sibling rivalry, development of responsibility, and social adjustment are covered. Practical applications of developmental theories are discussed along with an observational component. Lecture: 3 hours per week. Addresses QRIS Standard 3.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 4 5 7 Areas of Alignment: EEC Regulations  | Tuesday9/8/20156:00 PM - 12:00 AMMassBay Community College50 Oakland StreetWellesley, MA 2481 |
| Child Growth and Development: ECE 101College Course3 Credits | Course material will be dealt with through lecture/discussions, workshops, observations, and field work and should enable the student to: observe and record children's behavior; describe stages children go through in the major areas of growth and discuss appropriate methods of guiding behavior at each stage; discuss major developmental and learning theories; defend the value of play and design play experiences to enhance growth at each developmental stage. Addresses QRIS standard 3.Language: EnglishAge Group(s): Infant, Toddler, Preschool, EEC Core Competency Area(s): 1 5 Areas of Alignment: EEC Regulations | 9/8/2015Online |
| Early Childhood Education: ED112College Course3 Credits | This course presents the purposes of early childhood education, major theories, and models of significant early childhood programs and current issues affecting the field. Students explore developmentally appropriate practices for early childhood education programs and participate in 12 hours of field study. Lecture: 3 hours per week. Address QRIS standard 3.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 2 4 5 Areas of Alignment: EEC Regulations | Tuesday9/8/20154:00 PM - 6:30 PMMassBay Community College19 Flagg DriveFramingham, MA 1702 |
| CDA PreparationCollege Course6 Credits | This course helps students currently working in licensed early childhood settings understand, demonstrate, and document the nationally recognized Child Development Associate (CDA) competencies. This course covers criteria for establishing a safe, healthy learning environment; the implementation of curricula and programs to support the cognitive, social, physical, language, and creative potential of children; and, cultural and linguistic diversity within the curriculum. Students review information and documentation procedures necessary for earning the Child Development Associate national credential including the development of the resource file. Addresses QRIS Standard 1 and 3 (for family child care).Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 2 3 4 5 6 7 8Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Wednesday9/9/20156:00 PM - 8:00 PMQuinsigamond Community College670 West Boylston StreetWorcester, MA 1606 |
| Communication for Collaboration: ECE244College Course3 Credits | This course emphasizes leadership skills needed for communication within Early Childhood Education settings. Students examine adult development and individual style in relationship to leadership skills in early education settings. The role emotional intelligence plays in interpersonal dynamics and communication when working with staff and families is addresses. Prerequisite: ECE 102 or PSY123. Addresses QRIS Standards 3A and 5.Language: EnglishEEC Core Competency Area(s): 8Areas of Alignment: EEC Regulations  | Wednesday9/9/20156:00 PM - 8:50 PMQuinsigamond Community College670 West Boylston StreetWorcester, MA 1606 |
| Infant/Toddler Curriculum and Care: EDU114College Course3 Credits | This course focuses on the care and teaching of infants and toddlers in group settings. The developmental characteristics of children from birth to 2.5 years of age will be the basis for planning appropriate learning experiences, organizing the physical environment, and recognizing the importance of interpersonal relationships. Addresses QRIS Standard 1A and 3.Language: EnglishAge Group(s): Infant, ToddlerEEC Core Competency Area(s): 1 2 5 Areas of Alignment: Early Learning Guidlelines for Infants and Toddlers | Wednesday9/9/20156:00 PM - 9:00 PMCottage Children's Center197 Union StreetMarlborough, MA 1752 |
| Behavior Management: ED228College Course3 Credits | To assist the Early Childhood educator to understand the behavior of young children and to develop a plan to optimize classroom communication and discipline while also building the child's self-image. Addresses QRIS standard 1B and 3.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 2 4 5 7 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Saturday9/12/20158:30 AM - 2:00 PMMassBay Community College19 Flagg DriveFramingham, MA 1702 |
| Child Development Associate ProgramCEU Course6 Credits | This course integrates all CDA application requirements including development of the professional resource file, statements of autobiography, parent questionnaires and preparation for the formal observation and national assessment process. For center- based and family childcare educators interested in the national CDA credential. This course addresses QRIS Standard 1, 2, 3, 4, and 5.Language: SpanishAge Group(s): Infant, Toddler, Preschool, EEC Core Competency Area(s): 1 2 3 5 6 7 Areas of Alignment: EEC Regulations | Saturday9/12/20159:00 AM - 2:30 PMChildren's Services of Roxbury90 Madison St, Suite 402Worcester, MA 1608 |
| Social Studies and Literature for the Young Child: EDUC2003College Course3 Credits | This course will introduce and explore elements of social studies e.g. geography, civics, history, as well as quality children’s literature for the young child. EEC teachers need to have an awareness and basic knowledge of place, community, etc. and how to engage learning about these elements. The course will utilize literature and some of its select genres both as a learning tool and for pleasure. Multiculturalism concepts and hands-on activities will be integrated throughout the course. Relevant state curriculum standards and Common Core Standards for literacy in social studies and literature are addressed. Addresses QRIS standard 1 and 3.Language: EnglishAge Group(s): Preschool, School AgeEEC Core Competency Area(s): 5 Areas of Alignment: Guidelines for Preschool Learning Experiences | Saturday9/12/20159:00 AM - 1:00:00 PMFitchburg State University160 Pearl StreetFitchburg, MA 1420 |
| Early Childhood Education Math: ED308College Course3 Credits | Focus on Piaget's early mathematical theory. Techniques include teaching pre-math skills, logical mathematical knowledge, formal math using developmentally appropriate materials. Fieldwork: 10 hrs. Prerequiste: Admitted into Stage II. Addresses QRIS Standards 1A and 3.Language: EnglishAge Group(s): Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 5 Areas of Alignment: Guidelines for Preschool Learning Experiences, Pre-K STE Standards | Wednesday9/16/20155:30 PM - 9:30 PMWorcester State University486 Chandler StreetWorcester, MA 1602 |
| Early Childhood Curriculum and Program Planning: ECE102College Course3 Credits | This course surveys the theory and methods needed in developing, planning and maintaining an interesting, comprehensive curriculum/program for preschool children. Particular attention is given to developmental theory and the integration of State standards and licensing guidelines into the curriculum. Students gain skills in working with, understanding, and meeting the needs of all young children. Various curriculum areas involving language, science, math, social studies, music, art, literacy, and drama are emphasized, along with understanding the importance of play, and of planning the development of children’s social, emotional, physical, and cognitive development. Students also develop plans for cultural diversity and explore strategies for including families in the program. Prerequisite: PSY107 (or co-requisite) or permission of division dean. A passing grade is “C” or better. Addresses QRIS Standard 1A and 3.Language: EnglishAge Group(s): Preschool, EEC Core Competency Area(s): 1 2 3 5 7 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences | Wednesday10/14/20156:00 PM - 9:00 PMMt. Wachusett Community College444 Green StreetGardner, MA 1440 |
| Improving the Quality of Health Care Practices in Early Childhood Settings: Preventing the Spread of InfectionsCEU Course0.5 Credits | In order to maintain healthy and safe learning environments for young children, staff in the early education and care settings need to adhere to recommended practices for infection control, including managing infectious diseases, caring for mildly ill children, personal hygiene, and diapering and toileting (APA, 2012). Topics include an overview of how infection is spread, measures to take to reduce the spread of infection, and how to plan to adapt program practices and policies to meet the recommendations for preventing the spread of infection. New information on sanitizing and disinfecting solutions and resources for planning for infection control will be shared. This course will help early childhood programs increase their performance on the Environmental Rating Scales and will prepare them for the health specialist visit at Level 3 QRIS. This course addresses QRIS Standard 2.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 4 6 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences | Wednesday10/14/20156:30 PM - 9:00 PMMaple Little Angels90 Taunton StreetWrentham, MA 2093 |
| Intro to the Massachusetts Guidelines for Infants, Toddlers and PreschoolersCEU Course0.5 Credits | This training will provide an overview of the Massachusetts Early Learning Guidelines for Infants and Toddlers and the Guidelines for Preschool Learning Experiences. Both documents provide a comprehensive view of the typical development of young children while documenting experiences that educators can provide to support children’s continued learning. Participants will better understand their roles in helping children’s development and will be able to identify ways their current routines and activities support the Guidelines. Participants will better understand ways they can use the Guidelines to plan appropriate curriculum for young children. Addresses QRIS Standard 1A.Language: EnglishAge Group(s): Infant, Toddler, Preschool, EEC Core Competency Area(s): 5 Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Wednesday10/21/20156:30 PM - 9:00 PMChildren's Garden at the VNA120 Thomas StreetWorcester, MA 1608 |
| Water PlayCEU Course0.5 Credits | In this course we will address the developmental benefits of water play for young children. Participants will explore materials and accessories, which may be used to engage children in meaningful water play. Educators will explore their role in engaging children in focused water play in the classroom. Participants will be introduced to and gain an understanding of the inquiry approach in water play. This training incorporates new Science, Technology and Engineering Preschool Guidelines. This course addresses QRIS Standards 1 & 2.Language: EnglishAge Group(s): Infant, Toddler, PreschoolEEC Core Competency Area(s): 5 Areas of Alignment: Pre-K STE Standards | Thursday10/22/20156:30 PM - 9:00 PMAyer Kiddie Depot33 Shirley StreetAyer, MA 1432 |
| Building StructuresCEU Course0.5 Credits | The “Building Structures with Young Children” course addresses the benefits of building with young children for the various domains of development and learning. Participants will explore how to use building materials and accessories include commercial and recycled materials. Strategies to engage children in discovery and meaningful play will be reviewed. Educators explore their role in offering both open-ended and focused play in construction. Building activities link to multiple curriculum domains (math, science, literacy). The instructor will introduce the process of scientific inquiry and how it applies to building with young children. This course addresses QRIS Standard 1.Language: EnglishAge Group(s): Infant, Toddler, Preschool, EEC Core Competency Area(s): 5 Areas of Alignment: Pre-K STE Standards | Thursday11/5/20156:30 PM - 9:00 PMYMCA67 Mechanic StreetFoxboro, MA 2035 |
| Children's Literature: LI104College Course3 Credits | Through exposure to a wide range of children's books, authors and illustrators, students will develop an understanding of the importance of children's literature in the early childhood education classroom. Students will gain abilities in evaluating the quality of children's books and making appropriate selections for young children, acquire a repertoire of effective techniques for using children's literature effectively in the classroom and learn ways that children's literature can develop literacy. Lecture: 3 hours per week. Addresses QRIS Standards 1A and 3.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 5 Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Saturday11/7/20158:30 AM - 2:00 PMMassBay Community College19 Flagg DriveFramingham, MA 1702 |
| Infants and Toddlers: ED223College Course3 Credits | Examination of the specialized needs of infants and toddlers with regard to intelligence, language development, nutrition, motor and social abilities, and parent-child relations. Types of programs serving infants, toddlers and their families, focusing on the design of optimum environments and curricula, will be studied. Lecture: 3 hours per week. Addresses QRIS Standard 1A and 3Language: EnglishAge Group(s): Infant, ToddlerEEC Core Competency Area(s): 1 3 4 5 6 Areas of Alignment: Early Learning Guidlelines for Infants and Toddlers  | Saturday11/7/20158:30 AM - 2:30 PMMassBay Community College19 Flagg DriveFramingham, MA 1702 |
| Improving the Quality of Health Care Practices in Early Childhood Settings: Preventing the Spread of InfectionsCEU Course0.5 Credits | In order to maintain healthy and safe learning environments for young children, staff in the early education and care settings need to adhere to recommended practices for infection control, including managing infectious diseases, caring for mildly ill children, personal hygiene, and diapering and toileting (APA, 2012). Topics include an overview of how infection is spread, measures to take to reduce the spread of infection, and how to plan to adapt program practices and policies to meet the recommendations for preventing the spread of infection. New information on sanitizing and disinfecting solutions and resources for planning for infection control will be shared. This course will help early childhood programs increase their performance on the Environmental Rating Scales and will prepare them for the health specialist visit at Level 3 QRIS. this course addresses QRIS Standard 2.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 4 6 Areas of Alignment: EEC Regulations | Monday11/9/20156:30 PM - 9:00 PMHolliston Community Children's Center725 Washington StreetHolliston, MA 1746 |
| Building StructuresCEU Course0.5 Credits | The “Building Structures with Young Children” course addresses the benefits of building with young children for the various domains of development and learning. Participants will explore how to use building materials and accessories include commercial and recycled materials. Strategies to engage children in discovery and meaningful play will be reviewed. Educators explore their role in offering both open-ended and focused play in construction. Building activities link to multiple curriculum domains (math, science, literacy). The instructor will introduce the process of scientific inquiry and how it applies to building with young children. This course addresses QRIS Standards 1 & 2.Language: EnglishAge Group(s): Infant, Toddler, Preschool, EEC Core Competency Area(s): 5 Areas of Alignment: Pre-K STE Standards  | Wednesday11/11/20159:00 AM - 3:00 PMCharlton Public Library40 Main StreetCharlton, MA 1507 |
| Language Arts and Literacy in the Primary Grades: ED340College Course3 Credits | Early literacy/language arts content, curriculum materials, and approaches including phonological awareness, phonics, vocabulary, fluency, comprehension, writing and assessment. Addresses QRIS Standards 1A and 3.Language: EnglishAge Group(s): School AgeEEC Core Competency Area(s): 5  | Wednesday12/2/20155:30 PM - 9:30 PMWorcester State University486 Chandler StreetWorcester, MA 01602 |
| NAFCC Support Course - webinarCEU Course | This course focuses on major child development theories, covering stages of growth and interrelated aspects of physical, motor, cognitive, social, emotional and language. This course addresses QRIS Standard 3.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 7 8Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Monday and Wednesday12/7/20156:30 PM - 8:00 PMOnlinewww.cccfscm.org |
| Responsive Environment for Infants and ToddlersCEU Course0.5 Credits | In order to establish a strong foundation for success in life, infants and toddlers need supportive and nurturing interactions with the adults who care for them.. In this session, participants will learn strategies to provide a responsive environment in all settings that offer infant and toddler care. This will include refection on the participant's role as an educator and strategies designed to foster responsive relationships with the children and families in the program. This course addresses QRIS Standards 2 & 4.Language: EnglishAge Group(s): Infant, ToddlerEEC Core Competency Area(s): 3 4 5 Areas of Alignment: Early Learning Guidlelines for Infants and Toddlers | Tuesday12/15/20156:00 PM - 8:30 PMYWCA1 Salem SquareWorcester, MA 1608 |
| NAEYC Support CourseCEU Course1 Credits | This course covers the process of NAEYC Accreditation, the tools used to build and measure quality, and the Quality Standards. This course addresses QRIS Standards 1, 2, 3, 4, and 5.Language: EnglishAge Group(s): Infant, Toddler, Preschool, EEC Core Competency Area(s): 3 4 5 7 8Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers, Pre-K STE Standards, Early English Language Development Standards | Thursday1/7/20166:30 PM - 9:00 PMMiss Betty's Step-in-Time Daycare347 Greenwood StreetWorcester, MA 1607 |
| Child Development: PS222College Course3 Credits | This course studies child development from birth to pubescence with a focus on infancy through 6 years of age. Problems of discipline, sibling rivalry, development of responsibility, and social adjustment are covered. Practical applications of developmental theories are discussed along with an observational component. Lecture: 3 hours per week.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 4 5 7 Areas of Alignment: EEC Regulations  | Tuesday1/19/20164:00 PM - 6:30 PMMassBay Community College19 Flagg DriveFramingham, MA 1702 |
| Disabilities: Diagnosis and Interventions: SO120College Course3 Credits | Examines the etiology and symptomology of disabilities, including physical and psychiatric disabilities, modality deficits, and language-based learning disabilities. Students become familiar with legislation, social policies, diagnosis and treatment, as well as appropriate intervention strategies. This course is required of all Early Childhood Education and Human Services major. Lecture: 3 hours per week. Addresses QRIS STandard 3.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 3 6 7 Areas of Alignment: EEC Regulations | Tuesday1/19/20166:45 PM - 9:15 PMMassBay Community College19 Flagg DriveFramingham, MA 1702 |
| Infants and Toddlers: ED223College Course3 Credits | Examination of the specialized needs of infants and toddlers with regard to intelligence, language development, nutrition, motor and social abilities, and parent-child relations. Types of programs serving infants, toddlers and their families, focusing on the design of optimum environments and curricula, will be studied. Lecture: 3 hours per week.Language: EnglishAge Group(s): Infant, ToddlerEEC Core Competency Area(s): 1 3 4 5 6 Areas of Alignment: Early Learning Guidlelines for Infants and Toddlers | Tuesday1/19/20166:30 PM - 9:15 PMMassBay Community College19 Flagg DriveFramingham, MA 1702 |
| Growth and Development of the Young Child: ECE102College Course3 Credits | Students study the dynamics of childgrowth and development from birth to 14 years of age, thereby acquiring a complete view of the development of a healthy personality in the child. Students also identify the rates and patterns of growth in young children. They also develop an understanding of the implications for creating healthy environments for children, individuallty and in groups. Discussion of special needs will be addressed through the course. Addresses QRIS Standard 3.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 3 5 6 Areas of Alignment: EEC Regulations | Wednesday1/20/20166:00 PM - 8:50 PMQuinsigamond Community College670 West Boylston StreetWorcester, MA 1606 |
| Supervision in ECE Settings: ECE238College Course3 Credits | This course covers the critical elements involved in on-site supervision in early childhood settings. The course emphasizes observing, recording, and analyzing data, and giving constructive feedback to the classroom teacher. Students develop conference skills and interpersonal communication strategies, demonstrate team-building skills and sensitivity to cultural issues, and gain knowledge of basic adult development. Students also write formative and summative evaluations. Prerequisites: English 100 or appropriate placement score. Addresses QRIS standards 3 and 5.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 8  | Wednesday1/20/20166:00 PM - 8:50 PMQuinsigamond Community College670 West Boylston StreetWorcester, MA 1606 |
| Special Needs Child: EDU 261College Course3 Credits | This course is designed to help those who will be working with the special needs child in a regular classroom or special education setting. Students will study physical, cognitive, and behavioral developmental problems in young children and will learn management techniques to aid them in mainstreaming these youngsters. Special attention will be given to community resources for the teacher and effective ways of working with parents. Prerequisitie: EDU 251 or PSY 211 Addresses QRIS standards 1 and 3.Language: EnglishAge Group(s): Preschool, School AgeEEC Core Competency Area(s): 1 3 5 7 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences | 1/21/2016 Cottage Children's Center197 Union StreetMarlborough, MA 1752 |
| Early Childhood Curriculum: ED203College Course3 Credits | This course develops skills for creating appropriate learning environments for young children. Students plan and prepare activities in specialized curriculum areas including science, social studies, math, health and nutrition, and language arts for individual children and groups. Additional curriculum planning topics include identifying and planning for individual needs and interest, assessment, providing for a range of abilities, incorporating multicultural and nonsexist elements, incorporating play in learning, and the role of family communication. Lecture: 3 hours per week. Prerequisite or co-requisite: PS 222 Addresses QRIS Standards 1A and 3.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 2 4 5 Areas of Alignment: Guidelines for Preschool Learning Experiences, Pre-K STE Standards  | Saturday1/23/20168:30 AM - 2:30 PMMassBay Community College19 Flagg DriveFramingham, MA 1702 |
| Mindfulness in the Classroom: Supporting Social and Emotional Development: HDS 316College Course3 Credits | Students will examine essential traits, skills, and abilities that allow teachers to mindfully work in a diverse classroom. Specifically, students will investigate the way an educators understanding of his or her mode of being mindful with young children can influence his or her ability to support the social and emotional development of young learners.Language: EnglishAge Group(s): Preschool, School AgeEEC Core Competency Area(s): 2 5 6 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences | Saturday1/23/20169:00 AM - 3:00 PMAnna Maria College50 Sunset LanePaxton, MA 1612 |
| Curriculum for Young Children: EDU231College Course3 Credits | This course is designed to provide the student with a developmental approach to early childhood education programming, stressing the value of active learning and open-ended experiences in all areas of the curriculum. The interrelation of each area of the curriculum in the total learning experience is stressed, with particular emphasis on art, music, movement, mathematical thinking, literacy, dramatics, woodworking and science. Prospective teachers develop techniques of planning, implementing, and evaluating child-centered opportunities for daily programming and techniques of extending children's individual learning. Lecture and workshop methods are used to equip the student with ideas to take back to the classroom. Prerequisite: EDU251, PSY 211. Addresses QRIS Standard 1 A and 3.Language: EnglishAge Group(s): Preschool EEC Core Competency Area(s): 1 2 5 6 Areas of Alignment: Guidelines for Preschool Learning Experiences, Pre-K STE Standards  | Monday1/25/20166:00 PM - 9:30 PMRise & Shine Academy375 Fortune StreetMilford, MA 1757 |
| Behavior in the Classroom: EDUC1001College Course3 Credits | This course will explore normal and abnormal behavior and helping to change negative behavior to positive. It covers setting tones for behavior within the classroom structure, methods and recreations and working with parents to help them modify their child's behavior. Focus: infancy to grade two. Addresses QRIS Standards 1B and 3Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 2 3 4 5 Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers  | Tuesday1/26/20166:00 PM - 9:00 PMBecker College61 Sever StreetWorcester, MA 1609 |
| Health Safety and Nutrition in Programs for Young Children: ECE103College Course3 Credits | This course examines the role of the early childhood educator in providing physical safety, health requirements and proper nutrition for young children with emphasis on their emotional and physical well-being. Addresses QRIS Standard 2 and 3.Language: SpanishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 4 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Tuesday1/26/20166:00 PM - 8:50 PMQuinsigamond Community College670 West Boylston StreetWorcester, MA 1606 |
| Working with Children with Special Diets, Allergies and Specialized Feeding IssuesCEU Course0.5 Credits | Food allergies affect 1 in 13 children in the United States, with young children being effected the most. Food allergies, food sensitivities and other feeding issues are an increasing concern for early education and care programs. Participants will be introduced to the health and safety needs of children with special dietary needs and ways to support these children and collaborate with families and health professionals. Participants will begin to develop their own individual health care plan for children with special diets, allergies, and specialized feeding issues in their program. There will be 1 hour of home work required to complete the 5 hours.This course addresses QRIS Standard 2.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 3 4 6 Areas of Alignment: EEC Regulations  | Thursday2/4/20166:30 PM - 8:30 PMOnline |
| Parent, Family, Learner, and Community in Early Childhood EducationCollege Course3 Credits | Students will explore parent, family, learner, teacher, and community dynamics using various topics such as discipline, self-esteem, poverty, parental involvemnet, and devleopment of the school and community environment. Students will explore how these topics affect young children's learning. Current theoretical perspectives will be exploxed with referenced resources including classics of the field such as " The Hurried Child" by Elkind, and Wood's "Yarsticks," from the Responsive Classroom model. Addresses QRIS standards 3 & 4.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 3 Areas of Alignment: Guidelines for Preschool Learning Experiences | Saturday2/6/2016Fitchburg State University160 Pearl StreetFitchburg, MA 1420 |
| Engaging Families, Schools and Community PartnersCEU Course0.5 Credits | This training explores deeper strategies for building on existing relationships with families, forging new or stronger links with schools, and connecting with community resources, agencies, and businesses. Discover approaches to relationship-building, troubleshooting common barriers, and useful strategies to forge strong connections. Explore ways to build connections between stakeholders and strengthen the program's role as a center of the local community. Learn about crafting and implementing workshops for families to implement QRIS standard 4a.4.2.Language: EnglishAge Group(s): Preschool, School AgeEEC Core Competency Area(s): 3 8Areas of Alignment: EEC Regulations | 2/22/2016 Online |
| Culture Impacts EverythingCEU Course0.5 Credits | The demographics of our programs are changing. Parents and/or staff of different cultures bring a variety of child-rearing values and practices, ideas about learning, traditions, and celebrations, some of which may be unfamiliar. Explore the many ways you may see culture impacting your day-to-day communication with staff, children and families. Discussion will include common scenarios to provide deeper insight into conflict resolution and fuller parent partnerships. This course addresses QRIS Standards 1 & 4.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 3 8Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early English Language Development Standards | Wednesday2/24/20166:30 PM - 9:00 PMNorthwest Child Development194 Arlington StreetLeominster, MA 1450 |
| Special Topics-Communications in Early Childhood Education: ED410College Course3 Credits | A seminar course on current issue or topics in education. Prerequisite: ED155 or equivalent Addresses QRIS Standards 3 and 5.Language: EnglishEEC Core Competency Area(s): 8Areas of Alignment: Early English Language Development Standards | Wednesday2/24/20165:30 PM - 9:30 PMWorcester State University486 Chandler StreetWorcester, MA 1602 |
| Children with Special Needs: PSY244College Course3 Credits | Students will be introduced to the origins, symptomology, and how diagnosis is made in the various categories of children with special needs. They will become familiar with educational adaptations, intervention strategies, special education laws, and the involvement of the family of children with special needs. Prerequisite: PSY108 or PSY110.Language: EnglishAge Group(s): Infant, Toddler, Preschool, EEC Core Competency Area(s): 3 4 5 7 Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Tuesday3/1/20166:00 PM - 9:00 PMMt. Wachusett Community College100 Erdman WayLeominster, MA 1453 |
| Building Bias-Free Foundations DiversityCEU Course0.5 Credits | Educators will participate in interactive activities designed to support young children of diverse backgrounds and to receive curriculum and strategies to create an inclusive, multicultural learning environment. The course objectives are to, increase your knowledge and understanding of key anti-bias/diversity concepts and how these relate to your job, to develop skills and best practices to effectively manage diversity-related situations and help to foster positive relationships with children and families in your educational program. This course addresses QRIS Standard 4.Language: SpanishAge Group(s): PreschoolEEC Core Competency Area(s): 3 5 Areas of Alignment: Early English Language Development Standards | Saturday3/5/20169:00 AM - 3:00 PMYWCA1 Salem SquareWorcester, MA 1608 |
| All Things Considered (Sensory Processing)CEU Course0.5 Credits | Learn about sensory processing and how sensory problems may impact a child's behavior and functioning. Understand the value of, and how to provide, a sensory-rich curriculum in the early childhood classroom and how to adapt materials and activities for children with various sensory challenges. This course addresses QRIS standard 1: Curriculum and Learning.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 5 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Saturday9:30 AM - 3:00 PMSouthbridge Savings Bank200 Charlton RoadSturbridge, MA 1566 |
| Art and Music for Young Children: ED108College Course3 Credits | This course presents techniques for stimulating creative experiences for young children in art, music and movement. Direct participation with varied media is included to demonstrate appropriate programming for young children. Lecture: 3 hours per week. Addresses QRIS standards 1A and 3.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 2 5 Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers  | Saturday3/26/20168:30 AM - 2:30 PMMassBay Community College19 Flagg DriveFramingham, MA 1702 |
| Supervision in Early Childhood Programs: ED227College Course3 Credits | This course will provide an overview of strategies for effective staff supervision in early childhood settings. A theoretical framework will be presented focusing on the role and responsibilities of supervisors and mentors. Students will reflect on their personal experiences with supervision and develop coaching and mentoring skills through practice both in-class and on-site. EEC Lead Teacher certification is suggested. This course will count for Director II. Addresses QRIS standard 3A and 5Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 8Areas of Alignment: EEC Regulations | Saturday3/26/20168:30 AM - 2:30 PMMassBay Community College50 Oakland StreetWellesley, MA 2481 |
| Using the Massachusetts Guidelines for Preschoolers Learning ExperiencesCEU Course0.5 Credits | The Massachusetts Guidelines for Preschool Learning Experiences reflect the Department of Early Education & Care's commitment to quality. Research on brain development supports the value of high quality early childhood education programs for young children. The guidelines are aligned with the 2013 revised Massachusetts Curriculum Frameworks for PRe-K through grade 12. The Quality Rating and Improvement System (QRIS) promote the use of the MA Guidelines for Preschool Learning Experiences to inform curriculum. In this 5 hour training, participants will review the principles and structure of the guidelines. Participants will conduct observations and review scenarios to explore the guidelines and plan curriculum that builds on children's interest, skills, and experiences. This course addresses QRIS Standard 1.Language: SpanishAge Group(s): Preschool EEC Core Competency Area(s): 5 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences | Saturday4/9/20169:30 AM - 3:30 PMYMCA766 Main StreetWorcester, MA 1610 |
| Water PlayCEU Course0.5 Credits | In this course we will address the developmental benefits of water play for young children. Participants will explore materials and accessories, which may be used to engage children in meaningful water play. Educators will explore their role in engaging children in focused water play in the classroom. Participants will be introduced to and gain an understanding of the inquiry approach in water play. This training incorporates new Science, Technology and Engineering Preschool Guidelines. This course addresses QRIS Standards 1 & 2.Language: EnglishAge Group(s): Infant, Toddler, PreschoolEEC Core Competency Area(s): 5 Areas of Alignment: Pre-K STE Standards  | Tuesday and Wednesday4/12/20166:30 PM - 9:00 PMFranklin YMCA45 Forge Hill RoadFranklin, MA 2038 |
| Building StructuresCEU Course0.5 Credits | The “Building Structures with Young Children” course addresses the benefits of building with young children for the various domains of development and learning. Participants will explore how to use building materials and accessories include commercial and recycled materials. Strategies to engage children in discovery and meaningful play will be reviewed. Educators explore their role in offering both open-ended and focused play in construction. Building activities link to multiple curriculum domains (math, science, literacy). The instructor will introduce the process of scientific inquiry and how it applies to building with young children. This course addresses QRIS Standards 1 & 2.Language: EnglishAge Group(s): Infant, Toddler, Preschool, EEC Core Competency Area(s): 5 Areas of Alignment: Pre-K STE Standards  | Monday and Tuesday4/25/20166:00 PM - 8:30 PMPrinceton Community Preschool14 Mountain RoadPrinceton, MA 1541 |
| Mother Goose Early YearsCEU Course1 Credits | This course will help Early Education and Care Educators (family and center-based) and Administrators to understand, develop, and implement Mother Goose Cares About the Early Years Program. Mother Goose Gares About the Early Years is based on nationally-recognized language and literacy standards. These language and literacy standards have been created by synthesizing recommendations made by the leading experts in the field. This course addresses QRIS Standard 1.Language: EnglishAge Group(s): Infant, ToddlerEEC Core Competency Area(s): 5 Areas of Alignment: Early Learning Guidlelines for Infants and Toddlers | 5/1/2016Webster Square Daycare1048 Main StreetWorcester, MA 1603 |
| Water PlayCEU Course0.5 Credits | In this course we will address the developmental benefits of water play for young children. Participants will explore materials and accessories, which may be used to engage children in meaningful water play. Educators will explore their role in engaging children in focused water play in the classroom. Participants will be introduced to and gain an understanding of the inquiry approach in water play. This training incorporates new Science, Technology and Engineering Preschool Guidelines. This course addresses QRIS Standards 1 & 2.Language: EnglishAge Group(s): Infant, Toddler, PreschoolEEC Core Competency Area(s): 5 **Areas of Alignment:** Pre-K STE Standards | Wednesday5/4/20166:30 PM - 9:00 PMCottage Children's Center197 Union StreetMarlborough, MA 1752 |
| Curriculum and DiversityCEU Course0.5 Credits | Learn about best practices to support diversity through curriculum and lesson-planning. Explore diversity in the Massachusetts Common Core and beyond. Consider approaches to developing lessons, activities, and curricula in your program that support and celebrate diversity. Learn about lesson-planning to support language acquisition in learners of English. Enhance your instructional strategies to support language learners. Addresses QRIS Standard 1A.Language: EnglishAge Group(s): School AgeEEC Core Competency Area(s): 5 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Monday5/9/20169:00 AM - 12:00 PMYWCA1 Salem SquareWorcester, MA 1608 |
| Curriculum and DiversityCEU Course0.5 Credits | Learn about best practices to support diversity through curriculum and lesson-planning. Explore diversity in the Massachusetts Common Core and beyond. Consider approaches to developing lessons, activities, and curricula in your program that support and celebrate diversity. Learn about lesson-planning to support language acquisition in learners of English. Enhance your instructional strategies to support language learners. Addresses QRIS Standard 1A.Language: EnglishAge Group(s): School AgeEEC Core Competency Area(s): 5 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Monday5/9/20166:00 PM - 9:00 PMYWCA1 Salem SquareWorcester, MA 1608 |
| Using Observation to Inform Best PracticesCEU Course0.5 Credits | Participants will explore the value of using developmental milestones in the observation and assessment process; why observation of children in important, what should be observed and documented, and methods for collecting observations and work samples. Additionally, participants will practice how to interpret that data in inform curriculum, assessment of children's development, and plan for program improvements. this course addresses QRIS Standards 1 & 2.Language: PortugueseAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 6 7 Areas of Alignment: Guidelines for Preschool Learning Experiences | Saturday5/21/20169:30 AM - 3:00 PMHudson Fire Station296 Cox StreetHudson, MA 1749 |
| Hands on Strategies: Love of ReadingCEU Course0.5 Credits | Spark a love for reading! Support language development for infants, toddlers, and pre-literate children. Support school-year learning for school-age children. Halt summer learning loss in your summer program. Discover how to infuse literacy throughout all areas of your program. Learn fun, alternative ways to boost literacy. Explore the stages of literacy development and the Massachusetts Common Core (Curriculum Frameworks). Discover how to develop and implement exciting literacy activities. Don't love reading? You can still be literacy expert! Find out how you can make learning and literacy feel like playing! Addresses QRIS Standard 1A.Language: EnglishAge Group(s): Preschool, School AgeEEC Core Competency Area(s): 5 Areas of Alignment: Guidelines for Preschool Learning Experiences | 6/9/2016Online |
| Building Bias-Free Foundations DiversityCEU Course0.5 Credits | Educators will participate in interactive activities designed to support young children of diverse backgrounds and to receive curriculum and strategies to create an inclusive, multicultural learning environment. The course objectives are to, increase your knowledge and understanding of key anti-bias/diversity concepts and how these relate to your job, to develop skills and best practices to effectively manage diversity-related situations and help to foster positive relationships with children and families in your educational program. This course addresses QRIS Standard 4.Language: EnglishAge Group(s): Preschool, EEC Core Competency Area(s): 3 5 Areas of Alignment: Early English Language Development Standards | Saturday9:00 AM - 3:00 PMTBDFramingham, MA  |
| Curriculum for School Age Educators: HUS114ACollege Course1 Credits | Participation in workshops, classroom discussions, self-reflections, fieldwork and other projects should enable students to: apply principles of curriculum development to planning for children ages 6-12 (i.e., goal setting, design developmentally appropriate experiences and the teaching/learning contexts in which they occur, scheduling); select, plan, and carry out activities in all curricular areas in school-age child care; develop activities and environments based on knowledge of primary-age children's needs and interests and of diverse populations, including children with special needs; and discuss the role of the staff person in designing and implementing curriculum. Addresses QRIS StandardsLanguage: EnglishAge Group(s): School AgeEEC Core Competency Area(s): 2 3 4 5 6  |  Online |
| EEC Preschool Learning Standards and GuidelinesCEU Course1.5 Credits | This course is designed to provide early childhood education professionals with the knowledge and skills to teach each content area according to the preschool learning guidelines, or state standards. This modules as part of the course on the preschool learning experiences will explain each part of the standard and give examples of how to teach the standard within an integrated curriculum. Through presentations, online resources, readings, and assignments students will gain knowledge of the components of each area: mathematics, English language arts, science and technology/engineering, the arts, and health education, and history and social science. The last module will cover the content of the Early Childhood Program Standards and how to incorporate those standards into daily practice. 1) Course objectives include being able to explain each of the standards and describe ways to teach it to preschool aged children, design lesson plans and units to teach various academic and social skills across the preschool day, identify individual learning experiences related to a specific content area in a classroom, video, or lesson plan, and teach the guidelines in a classroom and evaluate their lessons for effectiveness. 2) No prerequisite 3) Required for administrators and family child care provider at levels 2 and 3. This course Addresses QRIS Standards 1 & 2.Language: EnglishAge Group(s): Preschool EEC Core Competency Area(s): 1 2 5 7 Areas of Alignment: Guidelines for Preschool Learning Experiences  |  Online |
| Foundations of the CSEFEL Pyramid ModelCEU Course1.5 Credits | CSEFEL has developed a conceptual model of evidence-based practices for promoting young children’s social and emotional competence and for preventing and addressing challenging behavior (The Pyramid Model). This course addresses QRIS Standards 1 & 2.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 2 3 5 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | TBD Community Healthlink275 Belmont StreetWorcester, MA 1604 |

## EEC Region 3: Northeast MA: North Shore Community College

1 Ferncroft Road LE-217, Danvers, MA 01923

[http://r3p.northshore.edu](http://r3p.northshore.edu/)

North Shore Community College (NSCC) is the lead agent for the Educator and Provider Support grant in Northeastern MA. NSCC provides professional development coursework and support services such as technical assistance and coaching and mentoring to educators and providers in EEC mixed delivery system. NSCC supports educators and providers in the following cities and towns:

Table 7: EEC Region 3: Cities and Towns in Northeast MA

|  |  |  |  |
| --- | --- | --- | --- |
| Amesbury | Groveland | Nahant | Wakefield |
| Andover | Hamilton | Newbury | Waltham |
| Arlington | Haverhill | Newburyport | Watertown |
| Bedford | Ipswich | Newton | Wenham |
| Belmont | Lawrence | North Andover | West Newbury |
| Beverly | Lexington | North Reading | Westford |
| Billerica | Lincoln | Peabody | Wilmington |
| Boxford | Lowell | Reading | Winchester |
| Burlington | Lynn | Rockport | Woburn |
| Carlisle | Lynnfield | Rowley |
| Chelmsford | Malden | Salem |
| Danvers | Manchester | Salisbury |
| Dracut | Marblehead | Saugus |
| Dunstable | Medford | Stoneham |
| Essex | Melrose | Swampscott |
| Everett | Merrimac | Tewksbury |
| Georgetown | Methuen | Topsfield |
| Gloucester | Middleton | Tyngsboro |

For more information regarding EEC funded professional development services in Northeast MA or to register for a course contact:

Kathy Gallo

781.593.6722 x6249

kgallo@northshore.edu

[http://r3p.northshore.edu](http://r3p.northshore.edu/)

EEC Liaison

Katie DeVita

617.988.7827

[Katie.DeVita@massmail.state.ma.us](Katie.DeVita%40massmail.state.ma.us%20)

Table 8: Continuing Education and College Course Professional Development Opportunities provided in Northeast MA

|  |  |  |
| --- | --- | --- |
| COURSE TITLE | COURSE DESCRIPTION | COURSE LOCATIONS AND DATES *Note: Dates are subject to change* |
| Child Growth and Development: ECE101College Course3 Credits | Course material will be dealt with through lecture/discussions, workshops, observations, and field work and should enable the student to: observe and record children's behavior; describe stages children go through in the major areas of growth and discuss appropriate methods of guiding behavior at each stage; discuss major developmental and learning theories; defend the value of play and design play experiences to enhance growth at each developmental stage. This course aligns to QRIS Standards 1: Curriculum and Learning and 3: Workforce Development and Professional Qualifications.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 7 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers  | Tuesday7/7/20156:00 PM - 10:00 PMNorth Shore Community College300 Broad StreetLynn, MA 1901 |
| Language and Reading DevelopmentCollege Course3 Credits | This course offers an imaginative and creative approach to teaching readiness skills through literature in the context of the developing child. The development and behavioral characteristics of children and their related impact on literacy will be explored. Through exposure to a wide range of children’s literature (picture books, storytelling, folk tales, puppetry, drama, read aloud), extensive study of the stages of language development emerging literacy, and the exploration of the varied approaches to the reading process (whole language, phonics, word recognition), students will demonstrate the competency to develop lesson plans and strategies for teaching reading. This course aligns with QRIS Standard #1, Curriculum and Learning.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 5 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | 9/9/2015 Northern Essex Community College100 Elliott StreetLawrence, MA 1830**For More Information Contact**Kathy GalloNorth Shore Community College: R3PP: 781-593-6722 F: 781-477-2146kgallo@northshore.eduhttp://r3p.northshore.edu |
| Math and Science in Early Childhood CurriculumCollege Course3 Credits | This course is part of the Emerging Leaders in ECE collaboration between North Shore, Northern Essex and Middlesex Community Colleges. Admission to this course is restricted to participants in the Emerging Leaders program. See details at www.northshore.edu/r3p. This course is designed to introduce the content and methods of teaching math and science in early childhood. Students will develop skills in planning and presenting curriculum in these content areas. Emphasis will be placed on establishing a learning environment which encourages problem solving and the mastery of basic skills through concrete activities and manipulative materials. Student will also explore an integrated approach to curriculum by connecting math and science concepts to other areas of knowledge. This course aligns with QRIS Standard #1, Curriculum and Learning.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 5 6 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Pre-K STE Standards | 9/9/2015 Northern Essex Community College100 Elliott StreetHaverhill, MA 1830 |
| Infant and Toddler Curriculum: ECE104College Course3 Credits | On completion of this course which utilizes lecture/discussion, observation, audio-visual materials, readings and field work as learning techniques, students should be able to: describe the stages of infant and toddler development and identify the factors that influence this development; discuss the responsibilities of the educator in assessing and responding to the developmental needs of infants and toddlers; select developmentally appropriate experiences and materials for infants and toddlers, and design environments for them that will enhance their growth and development. This course aligns with QRIS Standard 1: Curriculum and Learning, 2: Safe, healthy Indoor and Outdoor Environments.Language: EnglishAge Group(s): Infant, Toddler EEC Core Competency Area(s): 4 5 Areas of Alignment: EEC Regulations, Early Learning Guidlelines for Infants and Toddlers | Thursday9/10/20156:15 PM - 9:45 PMReading Children's Learning Center174 Lowell StreetReading, MA 1867 |
| Literacy Development I: EDC 400College Course3 Credits | This course was formerly EDU250A for Bachelor's degree students combined with Introduction to Literacy Development: EDU725 for Master's degree students. This course focuses on language and literacy development for diverse learners from preschool to elementary school including English language learners. The processes involved in reading and writing development, using children's literature in support of literacy development and approaches to teaching reading and writing will be explored. This course emphasizes writing literacy case studies, as well as writing regular reflections to connect field observations to course concepts. Requires 15 – 25 hours of field experience (pre-practicum). Prerequisites: EDC115 or EEC105 (formerly EDU105) and ENL110: Foundations of Writing or equivalent Writing-I course. Aligned with QRIS Curriculum and Learning Standard. EDU725: This introductory course focuses on language and literacy development for children from pre-school through elementary school, including the development of English language skills in second language learners. Aligned with QRIS Curriculum and Learning Standard Language: EnglishAge Group(s): Preschool, School AgeEEC Core Competency Area(s): 5 7 Areas of Alignment: Guidelines for Preschool Learning ExperiencesEarly English Language Development Standards | 9/12/2015 Salem State University352 Lafayette StreetSalem, MA 1970 |
| Principles and Fundamentals of Special Education: EDU 203 and Developing Effective Programs for Special Needs Students in the Mainstream: EDU990ECollege Course3 Credits | This course prepares students to effectively teach children with special needs including both high and low incidence disabilities. Students will learn teaching and assessment methods appropriate to inclusive classrooms. Students will develop the skills to collaborate successfully with special education teachers and related service providers. Students will understand their role in identifying children in need of further services, participating in meetings, and collecting needed data. Requires 15 hours of fieldwork (pre-practicum). Required of all Education majors, Early Childhood, Elementary and Middle School concentrations. Aligned with QRIS Curriculum and Learning Standard. EDU990E: Regular and special education teachers and supervisors will explore appropriate strategies to educate special needs learners in regular classroom settings. Individualized Education Plans, principles and practices of inclusion, instructional strategies and curricular adaptations will be highlighted. Aligned with QRIS Curriculum and Learning Standard.Language: EnglishAge Group(s): Preschool, School AgeEEC Core Competency Area(s): 2 5 7 Areas of Alignment: Guidelines for Preschool Learning Experiences | 9/12/2015Salem State University352 Lafayette StreetSalem, MA 1970 |
| Child Growth and Development: ECE101College Course3 Credits | Course material will be dealt with through lecture/discussions, workshops, observations, and field work and should enable the student to: observe and record children's behavior; describe stages children go through in the major areas of growth and discuss appropriate methods of guiding behavior at each stage; discuss major developmental and learning theories; defend the value of play and design play experiences to enhance growth at each developmental stage. This course aligns to QRIS Standards 1: Curriculum and Learning and 3: Workforce Development and Professional Qualifications.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 7 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | 9/14/2015 Online |
| Program Planning and Environments: EDU 153College Course3 Credits | An exploration of the theory and methods of designing, implementing and maintaining balanced age-appropriate comprehensive programs in various early childhood educational settings. Attention is given to the needs of children both individually and in groups, to specific cognitive and affective curriculum areas and curriculum models, communication and involvement with families, staff, and community, as well as the physical learning environment and the importance of play. Prerequisite: PSY 122- Child Growth MA QRIS Standard(s): 1. Curriculum and Learning; 2. Safe, Healthy Indoor and Outdoor Environments;4. Family and Community EngagementLanguage: EnglishAge Group(s): Preschool, School AgeEEC Core Competency Area(s): 4 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences | 9/14/2015Middlesex Community College- Lowell Campus33 Kearney SquareLowell, MA 1852 |
| Young Children with Special Needs: ECE204College Course3 Credits | Students will learn to: identify criteria and describe procedures for early identification of children with diverse abilities; identify and describe special needs in the areas of sensory and communication impairments, developmental and physical disabilities, and emotional and behavioral disorders, and evaluate their impact on family and peers; plan for inclusion by designing environments and activities that enhance the strengths of individual children and reflect an awareness of each child's needs. This course aligns with QRIS Standard 1: Curriculum and Learning, 2: Safe Healthy Indoor and Outdoor Environments and 4: Family and Community Engagement.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 3 7 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Monday9/14/20156:15 PM - 9:15 PMHarborlight Montessori243 Essex StreetBeverly, MA 1915 |
| CDA Professional Portfolio: ECE122College Course3 Credits | This course is designed to assist preschool teachers and family child care providers in the process of CDA credentialing, with a primary focus on the successful development and completion of a Professional Portfolio. Emphasis will also be placed on each of the thirteen CDA Functional Areas and six Competency Goal areas to ensure a clear understanding of them. Attention will also be placed on oral interview and test taking strategies. This course aligns with QRIS Standard 3: Workforce Development and Professional Qualifications and 5: Leadership, Administration and Management. Pre: ECE101, Co: ECE120Language: EnglishAge Group(s): Infant, Toddler, Preschool, EEC Core Competency Area(s): 8Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Tuesday9/15/20156:00 PM - 9:45 PMNorth Shore Community College300 Broad StreetLynn, MA 1901 |
| Intro to Psychology: PSY 101College Course3 Credits | An introduction to the study of how people behave and function. Topics covered include: physiology of the brain, memory, learning, language, perception, life span changes, normality and abnormality, social interactions, group influence on individuals, and therapies. This course is contextualized for teachers working in child care settings. Prerequisite: Eligible for ENG 101. MA QRIS Standard(s): 1. Curriculum and LearningLanguage: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 2  | 9/15/2015Middlesex Community College- Bedford Campus591 Springs RoadBedford, MA 1730 |
| Introduction to CDA: ECE120College Course3 Credits | This course is designed to assist early childhood teachers and child care providers to gain a better understanding of developmentally appropriate practices in the field of early childhood education, with an emphasis on the 13 CDA Functional Areas. Students will gain confidence and competence in their work with young children as they reflect upon what works well and what practices they may need to change. This course aligns with QRIS Standard 1: Curriculum and Learning, 2: Safe, healthy Indoor and Outdoor Environments and 4: Family and Community Engagement. Pre: ECE101 Co: ECE122Language: EnglishAge Group(s): Infant, Toddler, PreschoolEEC Core Competency Area(s): 4 5 Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers, Pre-K STE Standards | Tuesday9/15/20156:00 PM - 9:45 PMNorth Shore Community College300 Broad StreetLynn, MA 1901 |
| Introduction to Exceptionality: EDU 564College Course3 Credits | This course provides participants with general understanding of special education federal and state law, procedures and responsibilities. It covers the impact of children with disabilities on family and culture of family. It introduces strategies for working and collaborating with parents and other professionals as well as discovering resources of services for family by other agencies. Analysis of issues and in-depth look at most frequent types of disabilities encountered in the classroom. The course identifies ways to design or modify curriculum for children with disabilities in the general education classroom when universally designed plans do not meet these students' needs QRIS: 1.Curriculum & Learning; 4. Family & Community Engagement; Primary Core Competency Area 3: Partnering with Children & Families; PCC Area 5: Learning Environments and Implementing CurriculumLanguage: EnglishAge Group(s): Preschool, School AgeEEC Core Competency Area(s): 3 5 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences  | Tuesday9/15/20156:00 PM - 9:00 PMGordon College255 Grapevine RoadWenham, MA 1984 |
| Administration of Early Childhood ProgramsCollege Course3 Credits | This course acquaints participants with critical elements in establishing and operating a childcare center. It will explore state regulations, staff relationships, business practices, parent contacts, and community relationships. This course aligns with the following QRIS Standards: Safe, Healthy Indoor and Outdoor Environments, Workforce Development and Professional Qualifications, Family and Community Engagement, Leadership, Administration and Management. This course meets the requirements of the Department of Early Childhood Education and Care for the Director I Certificate.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 3 4 7 8Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers, Pre-K STE Standards, Early English Language Development Standards | Thursday9/17/20156:30 PM - 10:00 PMFamily ACCESS of Newton492 Waltham StreetWest Newton MAWest Newton, MA 2465 |
| Using a Child-Centered Approach in Out-of-School Time ProgramsCEU Course0.5 Credits | Out of school time is an extension of the school day yet, it is important to provide learning experiences that are responsive to the children’s interests and needs. During this training, participants will weave together a child-centered curriculum with a focus the children’s and educator’s interests and talents, the program goals, inclusion of the family, and accessing community resources. Participants will design a project based curriculum outline.School-age QRIS: 1A.3.3 and 1A.4.3Language: EnglishAge Group(s): School AgeEEC Core Competency Area(s): 5 Areas of Alignment: EEC Regulations | Thursday9/24/2015Malden YMCA99 Dartmouth StreetMalden, MA 2148 |
| Contextualized ESL 1 - LynnCEU Course3 Credits | English as a Second Language class with reading, writing and activities related to Early Childhood Education concepts.Language: EnglishAge Group(s): Infant, Toddler, PreschoolEEC Core Competency Area(s): 1 2 6 8Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Saturday9/26/20159:00 AM - 12:00 PMNorth Shore Community College300 Broad StreetLynn, MA 1901 |
| Contextualized ESL 2 - Lawrence/ HaverhillCEU Course3 Credits | English as a Second Language class with reading, writing and activities related to Early Childhood Education concepts.Language: EnglishAge Group(s): Infant, Toddler, Preschool, EEC Core Competency Area(s): 1 2 6 8Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | 9/26/2015Northern Essex Community CollegeRiverwalk or Technology CenterLawrence or Haverhill, MA 1840 |
| Contextualized ESL 2 - LynnCEU Course3 Credits | English as a Second Language class with reading, writing and activities related to Early Childhood Education concepts.Language: EnglishAge Group(s): Infant, Toddler, PreschoolEEC Core Competency Area(s): 1 2 6 8Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Saturday9/26/20159:00 AM - 12:00 PMNorth Shore Community College300 Broad StreetLynn, MA 1901 |
| Contextualized ESL 3 - LynnCEU Course3 Credits | English as a Second Language class with reading, writing and activities related to Early Childhood Education concepts.Language: EnglishAge Group(s): Infant, Toddler, PreschoolEEC Core Competency Area(s): 1 2 6 8Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Saturday9/26/20159:00 AM - 12:00 PMNorth Shore Community College300 Broad StreetLynn, MA 1901 |
| Contextualized ESL 4 - LynnCEU Course3 Credits | English as a Second Language class with reading, writing and activities related to Early Childhood Education concepts.Language: EnglishAge Group(s): Infant, Toddler, PreschoolEEC Core Competency Area(s): 1 2 6 8Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Saturday9/26/20159:00 AM - 12:00 PMNorth Shore Community College300 Broad StreetLynn, MA 1901 |
| Contextualized ESL 1 - Lawrence/ HaverhillCEU Course3 Credits | English as a Second Language class with reading, writing and activities related to Early Childhood Education concepts.Language: EnglishAge Group(s): Infant, Toddler, PreschoolEEC Core Competency Area(s): 1 2 6 8Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | 10/1/2015Northern Essex Community CollegeRiverwalk or Technology CenterLawrence or Haverhill, MA 1840 |
| Contextualized ESL 1 - LowellCEU Course3 Credits | English as a Second Language class with reading, writing and activities related to Early Childhood Education concepts.Language: EnglishAge Group(s): Infant, Toddler, PreschoolEEC Core Competency Area(s): 1 2 6 8Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers  | 10/1/2015Lowell Public Schools43 Rogers StreetLowell, MA 1852 |
| Contextualized ESL 2 - LowellCEU Course3 Credits | English as a Second Language class with reading, writing and activities related to Early Childhood Education concepts.Language: EnglishAge Group(s): Infant, Toddler, Preschool EEC Core Competency Area(s): 1 2 6 8Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | 10/1/2015Lowell Public Schools43 Rogers StreetLowell, MA 1852 |
| Supporting Children with ADHDCEU Course0.5 Credits | Develop your knowledge about working with children who are experiencing the unique challenges associated with ADHD. Explore behaviors associated with the three types of ADHD diagnosis. Learn about the diagnosis and common symptoms, as well as concrete, specific strategies, tools, and activities to support children with ADHD. Overcome frustration, resistance, and poor self-esteem; build tools for focus, calmness, and success. Build an understanding of the unique challenges faced by families with a child who has ADHD and connect to, dialog with, and support families. Opportunities to practice skills and tools are a key element of this course. Meets QRIS requirements for special education and meeting the needs of children with disabilities in standards 3b.2.2 and 3a.4.2 (OST).Language: EnglishAge Group(s): Preschool, School AgeEEC Core Competency Area(s): 2 3 Areas of Alignment: EEC Regulations  | 10/1/2015Online |
| CDA Preparation I - Child GrowthCollege Course3 Credits | Child Growth and Development is an examination of the development of children from infancy through puberty. The physical, cognitive, and social, personality and emotional development of children will be explored, with an emphasis on the interrelationships between theory, research and practice. Other topics such as: fostering relationships in all areas of children's growth, and the influence of family and culture on development. In addition, student work focuses on the six CDA competencies and thirteen functional areas. All coursework will count towards the required 120 hours of formal education for the CDA Family Child Care Credential. Upon completion of three courses and awarding of CDA, students will be given 9 college credits. MA QRIS Standard(s): 1. Curriculum and Learning; 2. Safe, Healthy Indoor and Outdoor Environments; 3. Workforce Qualifications and Professional DevelopmentLanguage: EnglishAge Group(s): Infant, Toddler, Preschool, EEC Core Competency Area(s): 1 2 7 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | 10/3/2015 Middlesex Community College- Lowell Campus33 Kearney SquareLowell, MA 1852 |
| Construyendo Fundaciones Libres de PrejuiciosCEU Course0.5 Credits | Educadores participarán en actividades interactivas relacionadas a apoyar a los niños jóvenes diversos y recibirán currículo y estrategias para fomentar un ambiente de aprendizaje inclusivo y multicultural. Los objectivos del curso son:* Ampliar su conocimiento y comprensión de conceptos clave de la diversidad y cómo se relacionan con su trabajo.
* Desarrollar las habilidades y las mejores prácticas para manejar efectivamente las situaciones relacionadas con la diversidad.
* Ayudar a fomentar relaciones positivas con los niños y las familias en su programa educativo.
* Cumplirá QRIS Area 1: Currículo y Aprendizaje

Language: SpanishAge Group(s): PreschoolEEC Core Competency Area(s): 3 5  | Saturday10/3/20159:00 AM - 3:00 AMSt. John's Episcopal Church74 Pleasant StreetArlington, MA 2476 |
| All Things Considered: Understanding and Working with young Children with Sensory Processing and Other Related Challenges - Making Sense of Sensory Processing; All Hands on Deck! Sensory Activities for use in the Early Childhood ProgramCEU course0.5 Credits | Learn about sensory processing and how sensory problems may impact a child's behavior and functioning. Understand the value of, and how to provide, a sensory-rich curriculum in the early childhood classroom and how to adapt materials and activities for children with various sensory challenges. This course addresses QRIS standard 1: Curriculum and Learning.Language: EnglishAge Group(s): Infant, Toddler, PreschoolEEC Core Competency Area(s): 1 5 Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Saturday10/24/20159:30 AM - 3:30 AMGreater Newburyport YWCA Children's Center13 1/2 Pond StreetNewburyport, MA 1950 |
| Working with Children with Special Diets Allergies and Specialized Feeding IssuesCEU Course0.5 Credits | Food allergies affect 1 in 13 children in the United States; with young children being affected the most . Food allergies, food sensitivities and other feeding issues are an increasing concern for early education and care programs. Participants will be introduced to the health and safety needs of children with special dietary needs and ways to support these children and collaborate with families and health professionals. Participants will begin to develop their own individual health care plan for children with special diets, allergies, and specialized feeding issues in their program. Aligned with QRIS Standard 2. Participants will:* Compare and contrast the symptoms and characteristics of food allergies and food intolerances;
* Identify basic health and safety needs of children with specialized feeding issues;
* Assess their programs’ readiness to adapt menus, implement individualized health care plans, and plan emergency procedures to prevent life-threatening allergic reactions.
* Describe ways to team with families and health professionals to meet the needs of children with food allergies and specialized feeding issues;
* Use resources and strategies to plan to support children with specialized feeding issues and their families.

Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 6 Areas of Alignment: EEC Regulations | 10/26/2015Online |
| Administration in ECE Programs: EDU 252College Course3 Credits | A survey of topics essential to planning and administering a quality day care center. Licensing, financing, staffing and training, parent involvement, plant and equipment, advisory boards, community resources, and meeting the needs of the children enrolled, as well as societal issues of day care will be discussed.Prerequisite: Emerging Leaders Program MA QRIS Standard(s): 3. Workforce Qualifications and Professional Development; 4. Family and Community Engagement; 5. Leadership, Management, and AdministrationLanguage: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 3 4 5 8Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers, Pre-K STE Standards, Early English Language Development Standards | 11/2/2015Middlesex Community College- Lowell Campus33 Kearney SquareLowell, MA 1852 |
| Supporting Trauma Survivors and Students with Social-Emotional ChallengesCEU Course0.5 Credits | Learn about including and supporting children who have experienced trauma, abuse, or homelessness. Build awareness and form a deeper understanding of how to overcome common challenges that survivors of trauma, abuse, and homelesness experience. Consider cultural perspectives and how to dialog about difficult issues. Learn to create a shift in program culture to welcome and support children who have survived trauma, abuse, or homelessness. Troubleshoot barriers and challenges. Build and implement a workplan to improve inclusion in your program! Meets QRIS requirements for special education and meeting the needs of children with disabilities in standards 3b.2.2 and 3a.4.2 (OST).Language: EnglishAge Group(s): Preschool, School AgeEEC Core Competency Area(s): 2 3 Areas of Alignment: EEC Regulations | 11/2/2015Online |
| Responsive Environment for Infants and ToddlersCEU Course0.5 Credits | In order to establish a strong foundation for success in life, infants and toddlers need supportive and nurturing interactions with the adults who care for them. In this session, participants will learn strategies to provide a responsive environment in all settings that offer infant and toddler care. This will include reflection on the participant’s role as an educator and strategies designed to foster responsive relationships with the children and families in the program. Learning Objectives: * Identify the value of using developmental milestones in the observation and assessment process
* Describe why it is important to document observations of children and collect their work samples
* Demonstrate conducting factual observations
* Interpret children’s observations and work samples to inform assessment decisions, ongoing curriculum , program improvements and changes to the environment. FCC QRIS: 2A.4.1 and Center-based QRIS: 2A.4.1

Language: EnglishAge Group(s): Infant, ToddlerEEC Core Competency Area(s): 5 Areas of Alignment: Early Learning Guidlelines for Infants and Toddlers  | Saturday11/7/2015Melrose Wakefield Hospital585 Lebanon StreetMelrose, MA  |
| Creating Productive Relationships with Families and CommunitiesCEU Course0.5 Credits | Relationships form the framework of quality early education and care programming in a setting where children feel safe and secure. Use of respectful collaboration results in continuity of care for the child. Throughout this training, participants will explore strategies to form productive relationships with families, which benefit the child, family, and educator. Participants will discuss the benefits of partnerships for all involved including the positive effect on children’s development.  Achievement Based Objectives: * Discuss current strengths and challenges working with families in small groups
* Identify the five principles of family centered care [1]
* Analyze effective communication strategies with families; oral, written, visual…
* Appraise current methods of power and decision-making
* Role-play and strategize effective parent-teacher conferences.
* Identify community resources for use in program enrichment and family support.
* Complete homework: Analysis assignment (estimate of 1 hour to complete)

ALigned with FCC QRIS: 4 A. 2.2 and 4A.3.1; Center-based QRIS: 4A.2.2 and 4A.3.1; After-school QRIS: 4A.2.1 and 4A.3.1Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 3 Areas of Alignment: EEC Regulations  | Saturday11/7/201510:00 AM - 4:00 PMNewton Community Center492 Waltham StreetWest Newton MA |
| Supervised Field Placement and Seminar: EDU 251College Course6 Credits | Students will gain experience working with young children and early childhood professionals in a pre-school, infant/toddler, or public school setting. Students will be expected to demonstrate appropriate teaching skills, guidance, organization, and leadership skills for individual as well as groups of children by the end of the course. Seminar classes are planned to discuss diverse topics in early childhood education. Students will attend class weekly in addition to their field practicum, which is at least 150 hours. Prerequisites: EDU 101, EDU 154, EDU 153. MA QRIS Standard(s): 1. Curriculum and Learning 3. Workforce Qualifications and Professional Development; 4. Family and Community EngagementLanguage: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 2 3 4 5 6 7 8Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers, Pre-K STE Standards, Early English Language Development Standards | 11/7/2015Middlesex Community College- Bedford Campus591 Springs RoadBedford, MA 1730 |
| Families, Schools and Communities: HUS116ACollege Course1 Credits | An introduction to change in family structure and demographics, theory to practice in supporting families, stress and coping in the modern American family, family friendly practice in Out of School Time (OST)settings, cultural and linguistic diversity, attributes of highly effective programs, vision and logic models for OST programs, and effective communication. This course aligns with QRIS Standard 4: Family and Community Engagement.Language: EnglishAge Group(s): School AgeEEC Core Competency Area(s): 3 Areas of Alignment: EEC Regulations  | 11/20/2015 Online |
| Arts Integration: Teaching Subjects through Creative ExpressionCEU course0.5 Credits | Discover how to motivate, deepen, and document required content standards in early childhood and elementary Science, Math, Reading and Writing. Explore observational study of Insects and birds, mapping place & neighborhoods, word and book arts, measuring and geometry. Course is aligned with QRIS Curriculum and Learning standard.Language: EnglishAge Group(s): Preschool, School AgeEEC Core Competency Area(s): 1 2 5 Areas of Alignment: Guidelines for Preschool Learning Experiences, Pre-K STE Standards | Saturday11/21/201510:00 AM - 4:00 AMSalem State University352 Lafayette StreetSalem, MA 1970 |
| STEMCEU course0.5 Credits | This course will provide Spanish-speaking educators/providers with training on how to apply the approach to teaching and learning that integrates the content and skills of science, technology, engineering, and mathematics in their program. Aligns to QRIS Standards 1A.4.1, (Family) and 1A4.1 (Center-based).Language: SpanishAge Group(s): PreschoolEEC Core Competency Area(s): 1 5 Areas of Alignment: Pre-K STE Standards | Saturday12/12/2015Child Care Circuit60 Island StreetLawrence, MA 1841 |
| CDA Preparation II- Health and SafetyCollege Course3 Credits | An examination of the objectives, concerns, and dynamics of health, nutrition and safety in relationship to the development of the infant, toddler, and preschooler with an emphasis on identifying potential problem areas in childcare settings, including child abuse and neglect. Topics include Massachusetts Department of Early Education and Care Standards, universal precautions, creation of safe environment, as well as the prevention, identification, and treatment of infectious diseases. First aid techniques appropriate for childcare are included. Prerequisite: PSY 122 -Child Growth or CDA Prep I. MA QRIS Standard(s): 2. Safe, Healthy Indoor and Outdoor EnvironmentsLanguage: EnglishAge Group(s): Infant, Toddler, PreschoolEEC Core Competency Area(s): 5 6 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | 1/1/2016 Middlesex Community College- Lowell Campus33 Kearney SquareLowell, MA 1852 |
| Classroom Management and Organization: EDU 575College Course3 Credits | This course provides ideas, techniques, and skills to improve the performance of educators. It explores discipline theories and practical ideas, effective teaching strategies, classroom organizational models and other issues related to teaching and learning. QRIS 1: Curriculum & Learning; Primary Core Competency Area 2: Guiding and Interacting with Children & Youth; Area 6: Observation, Assessment & DocumentationLanguage: EnglishAge Group(s): Preschool, School AgeEEC Core Competency Area(s): 2 7 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences | Tuesday1/5/20166:00 PM - 9:00 PMGordon College120 Munro StreetLynn, MA 1904 |
| Introduction to Special EducationCollege Course3 Credits | This course is designed to explore the nature and needs of special education students. Topics include: identification of various disabilities, importance of confidentiality, understanding the Individual Education Plan (IEP), inclusion, instructional modifications and adaptations for successful learning, and strategies for effective communication and team participation. 15 hours of field experiences are a requirement of this course. PLEASE NOTE: CORI (Criminal Offender Record Information), CHRI (Criminal Records Central Repository) and/or SORI (Sex Offender Record Information) checks are required prior to participation in this course. Individual school districts may require additional CORI/SORI, drug screening analysis and/or fingerprinting. This course aligns with QRIS Standard #1, Curriculum and Learning.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 7 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences | 1/6/2016Northern Essex Community College45 Franklin StreetLawrence, MA 1840 |
| Understanding Bullying and Prevention StrategiesCEU Course0.5 Credits | In this training, we explore the causes of bullying behavior and discuss steps to prevent and stop bullying. Learn to create a positive, authentic community that encourages and values communication, empathy, and support while teaching children healthier and more appropriate strategies for conflict resolution. Discover concrete, implementable strategies, useful games, and helpful tools. Craft a plan to create a strong, bully-free program culture. Meets QRIS requirements for strategies to support open-ended conversations, sharing of ideas, problem-solving techniques, and positive peer interactions in standard 1b.2.2 (OST) and conflict resolution and mediation techniques in standard 1b.3.3 (OST).Language: EnglishAge Group(s): Preschool, School AgeEEC Core Competency Area(s): 2 3 Areas of Alignment: EEC Regulations | 1/6/2016Online |
| Learning Environments for Infants and ToddlersCollege Course3 Credits | This course is part of the Emerging Leaders in ECE collaboration between North Shore, Northern Essex and Middlesex Community Colleges. Admission to this course is restricted to participants in the Emerging Leaders program. See details at www.northshore.edu/r3p. The focus of this course is on the unique requirements of caring for infants and toddlers in group settings. Students will examine the criteria as advocated by the National Association for the Education of Young Children. Course content explores quality care for this age group, outlines growth and development for infants and toddlers, and helps participants develop concrete curriculum activities. Other topics addressed are appropriate equipment, safety issues, observation techniques and behavior management approaches. This course aligns with QRIS Standard #2 Safe, Healthy Indoor and Outdoor Environments.Language: EnglishAge Group(s): Infant, ToddlerEEC Core Competency Area(s): 5 Areas of Alignment: EEC Regulations, Early Learning Guidlelines for Infants and Toddlers | 1/16/2016 Northern Essex Community College100 Elliott StreetHaverhill, MA 1830 |
| Supporting the Young Child's Physical and Mental Health: ECE201College Course3 Credits | This course is part of the Emerging Leaders in ECE collaboration between North Shore, Northern Essex and Middlesex Community Colleges. Admission to this course is restricted to participants in the Emerging Leaders program. See details at www.northshore.edu/r3p. Students completing this course should be able to: provide experience in nutrition, motor development, and health care for young children based on their knowledge of the young child's developmental needs and the principles of curriculum development; design accident free environments and experiences for young children based on their developmental needs; identify children under stress and utilize methods designed to promote their mental health during these life crises; knowledge of first aid procedures. This course aligns to QRIS Standards 1: Curriculum and Learning, 2: Safe, Healthy Indoor and Outdoor Environments and 4. Family and Community Engagement.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 6 8Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | 1/22/2016 Online |
| Leadership for Excellence in Early Childhood and Elementary Education: EDU991KCollege Course3 Credits | This course emphasizes the role of shared leadership in centers and schools for young children. It considers the role of formal leaders such as principals and directors, as well as the contribution of informal leaders including teachers, union officials and community members. Through the review of theory and research on leadership, the study of organizational culture and the principles necessary to support change, the course will help participants to understand how they may influence the direction and quality of the institutions where they work. Attention will be paid to the development of skills and habits which support effective leaders. Aligned with QRIS Leadership, Management and Administration Standard.Language: EnglishAge Group(s): Preschool, School AgeEEC Core Competency Area(s): 4 5 8Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences | 1/23/2016 Salem State University352 Lafayette StreetSalem, MA 1970 |
| Guiding Children's Behavior: EDU 102College Course3 Credits | Positive guidance techniques for young children in educational and childcare settings will be examined. Class topics include theories of child development, current trends and research in child guidance, and standards and practices of early childhood education. Effective strategies for handling difficult behaviors, attention problems, challenging behaviors, and group classroom management are discussed. This course is part of the Emerging Leaders. MA QRIS Standard(s): 2. Safe, Healthy Indoor and Outdoor EnvironmentsLanguage: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 2 5 7 Areas of Alignment: EEC Regulations  | 1/25/2016Middlesex Community College- Lowell Campus33 Kearney SquareLowell, MA 1852 |
| Mathematics, Science and Technology in Early ChildhoodEducation with Field Experiences (Pre-Practicum): EDU 370 and Science and Mathematics in Early Childhood Education: EDU 823College Course3 Credits | This is a combined bachelor's and master's degree course. An exploration of how to present basic mathematical concepts to young children in an instructional setting that promotes an understanding of mathematics and leads to further development of fundamental notions about the natural environment through activities that initiate a formal study of the natural sciences. Modern technology will be a primary instrument in the development of these ideas about mathematics and natural science. Requires 25 hours field experiences (pre-practicum). Required for Education majors, Early Childhood concentration. Prerequisites: EDU 105 , EDU 208A , EDU 250A or EDC400 and acceptance into Licensure Program. Aligned with QRIS Curriculum and Learning Standard.  EDU 823 - Science and Mathematics in Early Childhood EducationThis course uses the laboratory approach to developing selected topics in science and mathematics for children three to eight years of age. Current programs, research in children’s thinking, inquiry, guided discovery, instructional materials for presentation of representative topics in science and mathematics to young children. Requires 25-hour field-based pre-practicum experience. Aligned with QRIS Curriculum and Learning Standard.Language: EnglishAge Group(s): Preschool, School AgeEEC Core Competency Area(s): 4 5 7 Areas of Alignment: Guidelines for Preschool Learning Experiences, Pre-K STE Standards | 1/30/2016Salem State University352 Lafayette StreetSalem, MA 1970 |
| Children's LiteratureCollege Course3 Credits | Through exposure to a wide range of children’s books, authors and illustrators, students will develop an understanding of the importance of children’s literature in the early childhood education classroom. Students will gain abilities in evaluating the quality of children’s books and making appropriate selections for young children, acquire a repertoire of effective techniques for using children’s literature effectively in the classroom and learn ways that children’s literature can develop literacy. This course aligns with the QRIS standard for Curriculum and Learning.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 2 5 Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers  | Thursday2/4/20166:30 PM - 10:00 PMFamily ACCESS of Newton492 Waltham StreetWest Newton MA |
| CDA Preparation III- Intro to ECECollege Course3 Credits | This developmental course will provide students with an overview of early care and education programs, and an introduction to the developmental and individual needs of a child. Topics include child development, theories, developmental milestones, developmentally appropriate practice, guiding children's behaviors, effective care giving/teaching, and age appropriate child-centered curriculum and environments. Prerequisite: Concurrent enrollment or successful completion in ENG 071 or ENG 070, and/or ENG 055 or CDA Prep II. MA QRIS Standard(s): 1. Curriculum and Learning; 4. Family and Community EngagementLanguage: EnglishAge Group(s): Infant, Toddler, PreschoolEEC Core Competency Area(s): 1 4 5 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences | 3/1/2016Middlesex Community College- Lowell Campus33 Kearney SquareLowell, MA 1852 |
| Supervision and Administration of Child Care Programs: ECE206College Course3 Credits | Students completing this course should be able to: identify a director's responsibilities in various types of agencies serving children and plan strategies to meet them; design a program to meet the needs of children being served that is in compliance with the state's licensing rules and regulations; develop a system of communication involving the home, school, and community that makes use of effective interpersonal skills, and design a method for evaluating both staff and programs. This course aligns with QRIS Standard 3: Workforce Development and Professional Qualifications and 5: Leadership, Administration and Management.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 8Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers, Pre-K STE Standards, Early English Language Development Standards | 3/1/2016North Shore Community College1 Ferncroft RoadDanvers, MA 1923 |
| IPDPs: Empowering Staff to Reach Professional Development GoalsCEU Course0.5 Credits | This training is for Directors, Supervisors, and anyone who currently manages or aspires to manage adults. Craft staff IPDPs (Individual Professional Development Plans) that align to QRIS requirements. Discover strategies for conducting IPDP meetings and creating IPDPs that empower staff to reach professional development goals and motivate staff to work toward program improvement goals. Learn about different ways that staff are motivated and about building and maintaining a sense of inspiration in your program. Craft a plan for collaborative IPDP creation and implementation and staff motivation. Meets QRIS requirements for supervision of adults, strategies for working with adults, and overseeing program activities in standards 3a.2.3 and 3b.2.2 (OST) and 3a.2.5 (Center/School Based).Language: EnglishEEC Core Competency Area(s): 7 8Areas of Alignment: EEC Regulations  | 3/3/2016Online |
| Guiando el Comportamiento de los ninosCEU course0.5 Credits | This course will provide Spanish-speaking educators/providers with training on how to support positive relationships and interactions with children through positive, warm, and nurturing interactions. This course will include training on how to prevent and respond to challenging behaviors. Aligns to QRIS standard 1B2.1 for Family Child Care and 1B.2.1 for Center-based.Language: SpanishAge Group(s): Infant, Toddler, PreschoolEEC Core Competency Area(s): 1 2 Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Saturday3/12/201610:00 AM - 4:00 PMCommunity Action75 Elm StreetHaverhill, MA 1832 |
| Adapting for Sensory Integration Challenges in Early Childhood SettingsCEU Course0.5 Credits | Sensory Processing (also referred to as sensory integration or SI) is a term that is used to describe the way the nervous system gets messages from the senses and converts them into appropriate motor and behavioral responses. Sensory Processing Disorder (SPD) refers to a condition that exits when signals do not get organized into appropriate responses. It has been referred to as a neurological “traffic jam”. One research study states that 1 in every 6 children experience sensory symptoms that affect aspects of everyday life functions (Ben-Sasson, Caerter, Briggs-Gowen, 2009). In this course participants will explore methods that early childhood educators can incorporate into their programs that support and build resiliency in children with SPD. Learning Objectives: Participants will: Define Sensory Processing Disorder or Sensory Integration Dysfunction; Analyze the components of a sensory diet; Identify strategies and resources for adapting early childhood environments and activities to support children with SPD. FCC QRIS: 3A.4.4 Center-based QRIS: 3B.2.4 After-School QRIS: 1A.3.2Language: EnglishAge Group(s): Infant, Toddler, PreschoolEEC Core Competency Area(s): 2  | Saturday3/19/20169:30 AM - 3:30 AMMethuen YMCA129 Haverhill StreetMethuen, MA 1844 |
| Planning Programs for Young Children: ECE102College Course3 Credits | Through participation in the workshops, classroom discussion, field trips and projects in the course, students should be able to: apply the principles of curriculum development to planning for young children (i.e., defining objectives, selecting age-appropriate experiences for children in specific curriculum areas such as science, math, the arts, language arts, dramatic play); implement curriculum based on knowledge of how children learn, individuality in development, and special needs in children; design learning environments that enhance the growth and development of the whole child. This course aligns with QRIS Standard 1: Curriculum and Learning, 2: Safe, Healthy Indoor and Outdoor EnvironmentsLanguage: EnglishAge Group(s): PreschoolEEC Core Competency Area(s): 4 5 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Pre-K STE Standards, Early English Language Development Standards | 4/1/2016 North Shore Community College300 Broad StreetLynn, MA 1901 |
| Entendiendo el Autismo CEU course0.5 Credits | This course will provide Spanish-speaking educators/providers with knowledge on how to define and describe Autism. Autism is a very complex developmental disability that can result in significant difficulties in verbal and non-verbal communication skills, social interaction, behavior and ability to play and imitate. Aligns to QRIS Standards 3A.4.4 (Family Child Care) & 3B3.2(Center-based/School-based).Language: SpanishAge Group(s): Infant, Toddler, PreschoolEEC Core Competency Area(s): 1 7 Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Saturday4/9/201610:00 AM - 4:00 PMChild Care Circuit60 Island StreetLawrence, MA 1841 |
| Visual Artists Use Math Too! Integrating Math and Art at the Early Childhood and Elementary LevelCEU course0.5 Credits | Learn to use fractions, geometry and measuring to design and create 2- dimensional and 3-dimensional projects including grid drawings, self-portraits, patterned mandalas, and cardboard constructions. Course is aligned with QRIS Standard for Curriculum and Learning.Language: EnglishAge Group(s): Preschool, School AgeEEC Core Competency Area(s): 1 2 5 Areas of Alignment: Guidelines for Preschool Learning Experiences, , Pre-K STE Standards | 4/9/2016Salem State University352 Lafayette StreetSalem, MA 1970 |
| Using the Early Learning Guidelines for Infants and ToddlersCEU Course0.5 Credits | The Massachusetts Guidelines for Preschool Learning Experiences reflect the Department of Early Education and Care’s commitment to quality. Research on brain development supports the value of high quality early childhood education programs for young children. The guidelines are aligned with the 2013 revised Massachusetts Curriculum Frameworks for Pre-K through Grade 12. The Quality Rating and Improvement System (QRIS) promotes the use of the MA Guidelines for Preschool Learning Experiences to inform curriculum. In this 5-hour training, participants will review the principles and structure of the guidelines. Participants will conduct observations and review scenarios to explore the guidelines and plan curriculum that builds on children’s interests, skills, and experiences. FCC QRIS 1A.3.2 Center-based QRIS: 1 A.3.2. Learning Objectives: Participants will be able to:* Summarize how the principles used as a guide in understanding and implementing the Guidelines for Preschool Learning Experiences align to their own underlying beliefs.
* Discuss how documenting observations and collecting work samples contribute to the foundation of individualizing curriculum
* Use the MA Guidelines for Preschool Learning experiences to plan curriculum that promotes development and learning based on children’s observations, interests, and special needs.

Language: EnglishAge Group(s): Infant, ToddlerEEC Core Competency Area(s): 5 Areas of Alignment: Early Learning Guidlelines for Infants and Toddlers | 5/10/2016Online |
| Ayudando a Infantes y Ninos a Desarrollar Habilidades Sociales CEU course0.5 Credits | This course will provide Spanish-speaking educators/providers with training on how to work with infants and toddlers to develop social skills necessary to relate positively with other people in their world, as well as strategies to recognize and encourage caring behaviors that infants and toddlers exhibit. Aligns to QRIS Standards 1B.2.1, 1B.4.1, 1B.4.2 (Family Child Care) & 1B3.1 (Center-based/School-based).Language: SpanishAge Group(s): Infant, Toddler, PreschoolEEC Core Competency Area(s): 1 2 Areas of Alignment: Early Learning Guidlelines for Infants and Toddlers | Saturday5/14/201610:00 AM - 4:00 PMCatholic Charities13 Pulaski StreetPeabody, MA 1960 |
| Young Children with Special Needs: ECE204College Course3 Credits | This course is part of the Emerging Leaders in ECE collaboration between North Shore, Northern Essex and Middlesex Community Colleges. Admission to this course is restricted to participants in the Emerging Leaders program. See details at www.northshore.edu/r3p. Students will learn to: identify criteria and describe procedures for early identification of children with diverse abilities; identify and describe special needs in the areas of sensory and communication impairments, developmental and physical disabilities, and emotional and behavioral disorders, and evaluate their impact on family and peers; plan for inclusion by designing environments and activities that enhance the strengths of individual children and reflect an awareness of each child's needs. This course aligns with QRIS Standard 1: Curriculum and Learning, 2: Safe Healthy Indoor and Outdoor Environments and 4: Family and Community Engagement.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 3 7 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | 5/15/2016Online |
| Preschool CurriculumCollege Course3 Credits | This course is designed to prepare students to plan a developmentally appropriate curriculum for the early childhood classroom. We will examine how the child's cognitive growth and development is enhanced through language arts, mathematics, science, health, the arts and the social sciences. Students will design activities and learning environments that consider the whole child and respect individual differences in children's growth. This course is a part of the Emerging Leaders initiative. This course aligns with QRIS Standard #1, Curriculum and Learning.Language: EnglishAge Group(s): Preschool, EEC Core Competency Area(s): 2 5 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences  | 5/16/2016Northern Essex Community College45 Franklin StreetHaverhill, MA 1840 |
| CDA Professional Portfolio: ECE122College Course3 Credits | This course is designed to assist preschool teachers and family child care providers in the process of CDA credentialing, with a primary focus on the successful development and completion of a Professional Portfolio. Emphasis will also be placed on each of the thirteen CDA Functional Areas and six Competency Goal areas to ensure a clear understanding of them. Attention will also be placed on oral interview and test taking strategies. This course aligns with QRIS Standard 3: Workforce Development and Professional Qualifications and 5: Leadership, Administration and Management. Pre: ECE101, Co: ECE120Language: EnglishAge Group(s): Infant, Toddler, PreschoolEEC Core Competency Area(s): 8Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Online |
| Child Growth and Development: ECE101College Course3 Credits | Course material will be dealt with through lecture/ discussions, workshops, observations, and field work and should enable the student to: observe and record children's behavior; describe stages children go through in the major areas of growth and discuss appropriate methods of guiding behavior at each stage; discuss major developmental and learning theories; defend the value of play and design play experiences to enhance growth at each developmental stage. This course aligns to QRIS Standards 1: Curriculum and Learning and 3: Workforce Development and Professional Qualifications.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 7 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers |  Online |
| Foundations of ECE: ECE110College Course3 Credits | Pre: Communications Proficiency - Field observation and research will augment classroom activities and enable students to: describe the role of teacher of young children and devise a plan for their own professional development; trace the historical traditions of ECE and describe their impact on current practice; identify issues and trends in the field and articulate a professional position; analyze and evaluate approaches to ECE using the principles of developmentally appropriate practice and construct a personal philosophy of ECE based on this analysis. This course aligns with QRIS Standard 1: Curriculum and Learning, 2: Safe Healthy Indoor and Outdoor Environments and 4: Family and Community Engagement.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 3 8Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers |  TBDNorth Shore Community College1 Ferncroft RoadDanvers, MA 1923 |
| Introduction to CDA: ECE120College Course3 Credits | This course is designed to assist early childhood teachers and child care providers to gain a better understanding of developmentally appropriate practices in the field of early childhood education, with an emphasis on the 13 CDA Functional Areas. Students will gain confidence and competence in their work with young children as they reflect upon what works well and what practices they may need to change. This course aligns with QRIS Standard 1: Curriculum and Learning, 2: Safe, healthy Indoor and Outdoor Environments and 3: Family and Community Engagement. Pre: ECE101 Co: ECE122Language: EnglishAge Group(s): Infant, Toddler, Preschool, EEC Core Competency Area(s): 4 5 Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers, Pre-K STE Standards |  Online |

## EEC Region 5: Southeast MA: Child Development and Education, Inc

231 Main Street, Suite 201, Brockton, MA 02301

[www.cdedu.us/SEEPP](http://www.cdedu.us/SEEPP)

Child Development and Education, Inc (CDE) is the lead agent for the Educator and Provider Support grant for Southeast MA, Cape and Islands. CDE provides professional development coursework and support services such as technical assistance and coaching and mentoring to educators and providers in EEC mixed delivery system. CDE supports educators and providers in the following cities and towns:

Table 9: EEC Region 5: Cities and Towns in Southeast MA, Cape and Islands

For more information regarding EEC funded professional development services in the Southeast, Cape or Islands or to register for a course contact:

Elizabeth A. Reedy

508.369.3673

seepp@cdedu.us

 [www.cdedu.us/SEEPP](http://www.cdedu.us/SEEPP)

EEC Liaison

Pam Roux

617.988.7820

[Pam.Roux@massmail.state.ma.us](Pam.Roux%40massmail.state.ma.us)

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| --- | --- | --- | --- |
| Abington | Easton | Nantucket | Stoughton |
| Acushnet | Edgartown | New Bedford | Swansea |
| Aquinnah | Fairhaven | North Attleboro | Taunton |
| Attleboro | Fall River | Norton | Tisbury |
| Avon | Falmouth | Norwell | Truro |
| Barnstable | Freetown | Norwood | Wareham |
| Berkley | Gosnold | Oak Bluffs | Wellfleet |
| Bourne | Halifax | Orleans | West Bridgewater |
| Brewster | Hanover | Pembroke | West Tisbury |
| Bridgewater | Hanson | Plymouth | Westport |
| Brockton | Harwich | Plympton | Whitman |
| Canton | Hingham | Provincetown | Yarmouth |
| Carver | Holbrook | Raynham |  |
| Chatham | Kingston | Rehoboth |
| Chilmark | Lakeville | Rochester |
| Dartmouth | Mansfield | Rockland |
| Dennis | Marion | Sandwich |
| Dighton | Marshfield | Scituate |
| Duxbury | Mashpee | Seekonk |
| East Bridgewater | Mattapoisett | Sharon |
| Eastham | Middleborough | Somerset |

Table 10: Continuing Education and College Course Professional Development Opportunities provided in Southeast MA, Cape and Islands

| COURSE TITLE | COURSE DESCRIPTION | COURSE LOCATIONS AND DATES *Note: Dates are subject to change* |
| --- | --- | --- |
| Leadership, Policy, and Advocacy in Early Education and CareCollege Course1 Credits | Students in this course will examine state, national and international policies and programs as they relate to the systematic quality of early childhood programming and workforce professional development. Students will explore leadership models and consider implications for their work. Additionally, students will become familiar with advocacy groups such as Strategies for Children, Association for Childhood Education International (ACEI), Council for Exceptional Children (CEC), Division for Early Childhood (DEC), National Black Child Development Institute (NBCDI), and World Organization for Early Childhood Education-United States National Committee (OMEP-USNC). Learning Objectives: 1. Learn about various leadership models within the ECE field.
2. Understand how advocacy can affect change.
3. Implement strategies to advocate for identified areas of the ECE field.
4. Explore steps to promote professional connections with leaders locally and nationally.
5. QRIS Standards
6. 3: Workforce Qualificatios and Professional Development
7. 5: Leadership, Management , and Adminstration

Language: EnglishEEC Core Competency Area(s): 8 | Tuesday9/1/20156:30 PM - 9:00 PMWheaton College23 E. Main StreetNorton, MA 2766 |
| Administering Programs for Children: ED223College Course3 Credits | This course is designed for students who have had experience in children’s programs and seek Director 1 qualification. The class will cover financial planning, record keeping, health, safety, licensing and accreditation requirements, policies, curriculum planning and staff and parent issues.Objectives:1. Plan a budget for short and long term financial planning, with an understanding of cash flow and other bookkeeping principles
2. Recruit and assess staff, including hiring, supervising and evaluation practices
3. Plan strategies for effectively communicating with parents and/or guardians
4. Address policies for health, safety and organization of the Center
5. Interpret and understand licensing and accreditation requirements
6. Prerequisites: ED103, ED205, and ED120 or ED121, or EEC Lead Teacher qualified.
7. QRIS Standard Alignment: Standard 2: Safe, Healthy Indoor and Outdoor Environments, Standard 3: Workforce Qualifications and Professional Development, Standard 4: Family and Community Engagement, Standard 5: Leadership, management, and Administration

Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 4 6 8Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers, Pre-K STE Standards | Tuesday, Wednesday, Thursday9/8/20156:30 PM - 9:00 PMFisher College777 Church Street451 Elm St.370 Oak St.New BedfordNorth AttleboroBrockton, MA 0seepp@cdedu.uswww.cdedu.us/SEEPP |
| Early Childhood Curriculum: A Multi-Cultural Perspective: CCED111College Course3 Credits | The course explores the development and implementation of curriculum in an early childhood setting. It facilitates ways of integrating differing languages, customs, and traditions into the curriculum so children develop greater self-esteem and a broader understanding and appreciation of their own ethnic heritage and the ethnic heritage of others. The instructor and students design activities to reflect this multi-cultural perspective. Objectives: 1. To understand the developmental needs of children in order to plan

developmentally appropriate curriculum activities for an early childhood setting1. To promote play experiences, materials and spaces in order to enhance

children’s knowledge of the world and their place in it1. To implement the “Guidelines for Preschool Learning Experiences” in order to plan and evaluate curriculum for the group and individual children
2. To develop effective techniques for designing and implementing

developmentally appropriate lesson plans in the areas of language, math, science, creative art, music/movement, and nutrition/safety by utilizing the “Guidelines for Preschool Learning Experiences”1. To understand how to guide ongoing development, evaluation and

improvement of preschool programs by using the “Early Childhood Program Standards”1. To use appropriate oral and written language in order to enhance literacy
2. To design activities and themes that reflect cultural and gender diversity so

that children develop understanding and appreciation of themselves and othersPrerequisite: A grade of C or higher in CCED 102 Development in Early Childhood or departmental approval. This course meets NAEYC standards and supportive skills. QRIS alignment Category 1. Curriculum and Learning; Category 3: Workforce Qualifications and Professional Development; Category 4: Family and Community Engagement.Language: EnglishAge Group(s): Preschool EEC Core Competency Area(s): 3 4 5 7 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early English Language Development Standards | Wednesday9/9/20156:30 PM - 9:35 PMMassasoit Community CollegeOne Massasoit Blvd.Brockton, MA 2302 |
| Foundations for Promoting Positive BehaviorCEU Course0.5 Credits | Children who exhibit challenging behavior often need support in developing social and emotional skills. During this course, educators will explore the importance of developing positive relationships and providing an environment that helps children to build these skills. Participants will also learn about and practice techniques that promote positive behavior and long lasting life skills.Objectives:* Summarize how my relationship with a child can influence his or her behavior
* Identify strategies that can be used to design classroom environments that promote positive behaviors
* List teaching strategies and activities that can be used to promote positive behaviors.

QRIS Standards: FCC QRIS: 1B.2.; Center-based QRIS: 1B.2.1Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 2  | Tuesday9/15/20156:30 PM - 9:00 PMCole Harrington-Enable605 Neponset StreetCanton, MA 2021 |
| Observation and Assessment in EC, Birth-K: ECPK 322 FX01College Course3 Credits | This course teaches students to make ethical, appropriate, valid, and reliable assessment an integral part of their practice. Students will learn to identify and use observation and assessment methods, both formal and informal, that are developmentally appropriate as well as culturally and linguistically responsive. They will also learn to make collaborative decisions that are responsive to young children's strengths, progress, and needs. Prerequisites: ECED 230, PSYC 224, and SPED 211 or equivalents. The purpose of assessment is to guide instruction. Successful early childhood educators must know how to observe and assess children and to use their findings to design learning environments. This course is about developing a repertoire of developmentally-appropriate assessment techniques and an understanding of how and when to use them. > Students in this course will be expected to critique and extend issues and techniques raised in the readings and in class discussion, then reflect upon how they can or will apply them in their own early childhood settings. This course is one of the core requirements of BSU’s concentration in Early Education and Care. Course Objectives and Course Outcomes: > Consistent with the BSU College of Education’s Growth of the Professional Educator model and its three themes of professionalism, effective practice, and collaboration, upon completion of this course the student will:1. demonstrate their knowledge of appropriate and ethical assessment and

evaluation procedures and related issues.1. practice using a variety of assessment techniques and tools.
2. compare and contrast various recordkeeping systems for classrooms and schools.
3. use assessment data to plan and evaluate instruction.
4. demonstrate their understanding of how to communicate assessment findings to various audiences.

Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 7 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Saturday9/19/20159:00 AM - 3:30 PMBridgewater State Unviversity Cape CodMacArthur Building1175 Route 28South Yarmouth, MA 2664 |
| Infant-Toddler Curriculum Planning: ECE 236College Course3 Credits | In this experiential course, students have the opportunity to explore and create activities that allow the infant-toddler to engage actively and discover the world around her/him. Students apply knowledge of infant-toddler development in developing and assessing a curriculum that supports all-around individual development of the infant-toddler. The course encourages the acquisition of skills to document appropriately, display, and describe children's work, and involve parents. Prerequisites: ECE 112 Observing, Recording, and Analyzing Early Childhood Settings; pre or co-requisite: ECE 223 Infant-Toddler Development. Objectives: 1. Analyze and synthesize the interrelationship between caregiving routines in infant/toddler curriculum.
2. Demonstrate through planned activities the interrelationship between and among the developmental domains.
3. Assess the learning environment using ITERS.
4. 4. Apply cognitive developmental theories in creating infant/toddler emergent curriculum. QRIS Standard 1, 2 EEC Certification: Lead Teacher

Language: EnglishAge Group(s): Infant, ToddlerEEC Core Competency Area(s): 1 5 6 Areas of Alignment: Early Learning Guidlelines for Infants and Toddlers  | Wednesday9/23/20156:30 PM - 9:45 PMBristol Community College777 Elsbree StreetFall River, MA 2720 |
| Promoting Social and Emotional DevelopmentCEU Course0.5 Credits | Participants will explore how to set up a classroom environment that promotes the development of positive social and emotional skills and share their strategies on how to encourage and promote self-regulation and self-concept in children.Objectives:Participants will analyze the assessment tool they are currently using and reflect on how that impacts their curriculum planning. We will also consider how to implement strategies to promote cooperative social behavior that balance both individual and group needs. Attention to high needs children will be embedded throughout conversation. QRIS Standard 1B.2.1Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 2 Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Saturday9/26/20159:00 AM - 3:00 PMWest Parish Family School2049 Meetinghouse RoadWest Barnstable, MA 2668 |
| Business Expertise for Early Educators in Family Child CareCEU Course1.5 Credits | The successful family child care business means that you are able to serve more children and more families. This 15-hour course, approved for 1.5 CEUs by Mass AEYC, reviews the skills and knowledge needed to own, operate or manage a successful family child care program. The course is delivered through six 2 ½ hour sessions. Each module includes learning in a lecture-type setting, small group, large group, personal reflection activities, a short assessment of the module’s learning goals. Put together, these activities build your reflection guide and business plan. At the conclusion of the course, each participant will have completed scoring their Business Administration Scale (BAS) program assessment, will have completed a detailed and full action plan on ways to improve that score, and will have finished the first draft of their program’s Business Plan. QRIS Standard: FCC QRIS Standard # 5A.2.2Objectives1. Rate their program’s Personnel and training practices against the best practices outlined in the PAS/BAS and QRIS
2. Appraise their program’s fiscal management practices and suggest improvements
3. Evaluate their program’s system of evaluation and planning and create a SWOT analysis
4. Select effective internal and external marketing practices that will improve their program
5. Create the first draft of their program’s Business Plan

Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 7  | Wednesday9/30/20156:30 PM - 9:00 PMCitizens for Citizens427 Robeson StreetFall River, MA 2720 |
| Accommodations and Modifications in Early Childhood SettingsCEU Course0.5 Credits | Participants will explore the importance of supporting diverse learners, and children with special needs, in the Early Childhood settings. Through presentation, small group activities and large group discussions, participants will develop an understanding of the obstacles to learning a child might encounter and identify a variety of accommodations they can use to support the children attending their program. The participants will develop an understanding of the information that is included in an Individualized Education Plan, and explore ways to use this information when planning activities that support children with the attainment of their educational goals. Objectives:1. Describe the difference between speech and language.2. Identify the components of language 3. Identify typical and non-typical patterns of speech development 4. Plan activities to support speech and language development5. List strategies to support Diverse Language Learners in Early Education Settings 6. Use Storytelling to support language developmentQRIS Standard 3A.2.4 for Family Child Care Providers.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 5 Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Saturday10/3/201510:00 AM - 4:00 PMNantucket Community School56 Center StreetNantucket, MA 2554 |
| Supporting STEM Education in Early Childhood SettingsCEU Course0.5 Credits | Children use math and science skills from birth to interpret and react to their world. It is important for educators to stimulate and engage children’s thinking by offering engaging and developmentally appropriate activities in science, technology, engineering and math. In this learning event, participants will discover the STEM capabilities of young children and explore strategies designed to weave STEM content into program learning experiences.Objectives: During this learning event, participants will:1. Reflect upon own knowledge and experiences with STEM and share how this impacts their role as an educator;
2. Discuss STEM education for young children;
3. Analyze STEM learning in a classroom setting
4. Outline a STEM activity using the STEM crosswalk for the Preschool Early Learning Guidelines;
5. Assess the STEM activity in relationship to Developmentally Appropriate Practice;
6. Design a web linking STEM learning goals with activities for use in their program.

QRIS Standard FCC QRI:S 1A.2.2 and 1A.3.2; Center-based QRIS: 1A.2.1 and 1A.3.2; School-age QRIS: 1A.4.1Language: EnglishAge Group(s): PreschoolEEC Core Competency Area(s): 5 Areas of Alignment: Pre-K STE Standards | Monday10/12/20159:30 AM - 3:00 PMSouth Shore YMCA1075 Washington StreetHanover, MA 2339 |
| Using the Early Learning Guidelines for Infants and Toddlers - SpanishCEU Course0.5 Credits | Los primeros tres años de edad en la vida de un niño son de desarrollo rapido del cerebro y aprendizaje. Conocimiento de cómo apoyar el aprendizaje y ponerlo en práctica es de vital importancia para los bebés y niños pequeños para llegar a su potencial óptimo. Únase a nosotros mientras nos centramos en los elementos básicos de cuidado de bebés y niños mediante la exploración de los principios de las directrices de experiencias para aprendizaje de bebés y los niños pre-escolares. Las actividades incluirán una exploración del desarrollo del cerebro, las relaciones y las actividades de aprendizaje diseñadas para apoyar el aprendizaje de los bebés y niños pre-escolares usando la directrices de experiencias de aprendizaje. Objetivos:1. Identificar la importancia del desarrollo del cerebro, relaciones y asociaciones de desarrollo y aprendizaje para bebés y niños pequeños
2. Analizar las áreas de desarrollo
3. Describir la estructura de las directrices
4. Describir las actividades de aprendizaje para promover la facilidad de uso de las directrices y la comprensión de este proceso

QRIS Standards: FCC QRIS 1A.3.2; Center-based QRIS: 1 A.3.2Language: SpanishAge Group(s): Infant, ToddlerEEC Core Competency Area(s): 5 Areas of Alignment: Early Learning Guidlelines for Infants and Toddlers | Saturday10/17/20159:30 AM - 3:30 PMNorwood Public Library33 Walpole StreetNorwood, MA 2062 |
| Growing Up WILD: Exploring Nature with Young ChildrenCEU Course0.5 Credits | This is an early childhood education program offered in collaboration with Mass Wildlife that builds on children's sense of wonder about nature and invites them to explore wildlife and the world around them. Through a wide range of activities and experiences, it provides a foundation for developing positive impressions about nature while also building lifelong social and cognitive skills. Both indoor and outdoor class time will be explored during training. Objectives: include being able to connect to the natural world through hands-on activities; to develop a better appreciation, comfort and awareness of the natural world; to encourage the use of local natural resources while spending time outdoors with children; to make connections to STEM, Head Start Domains, NAEYC Standards; to recognize the difference between wild animals and pets or other domesticated animals; to identify developmentally appropriate methods of connecting young children to nature; to make materials applicable to GUW activities and to use the book, Growing Up WILD: Exploring Nature with Young Children to implement a variety of activities across all areas of curriculum. QRIS Standards All educators at levels 2, 3 and 4 need professional development in curriculum.Language: EnglishAge Group(s): Preschool, School AgeEEC Core Competency Area(s): 5 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Pre-K STE Standards, Early English Language Development Standards | Saturday10/31/20159:30 PM - 4:00 PMMoose Hill Wildlife Sanctuary293 Moose Hill ParkwaySharon, MA 2067 |
| Introduction to Early Childhood Education: ED103College Course3 Credits | An introduction to the field of early childhood education and program planning. The course will study the historical influences and current issues in planning early childhood programs. The specifics of planning quality infant/toddler and preschool programs will be studied including: curriculum goals, teacher roles, design of environments, and parent involvement. Observations in child care centers are an integral part of the course. Replaces ED 211. Only one of these two courses may be applied to a certificate or degree program. Objectives:1. Identify personal qualities and professional competencies that contribute to becoming
2. a professional in the field of early childhood education.
3. Identify the major historical influences and current issues affecting early education today.
4. Put into practice the principal of developmentally appropriate practice.
5. Analyze the influence the classroom environment, daily schedule, and thoughtful teachers have on the healthy growth and development of young children.
6. Demonstrate the importance of parent/family involvement in children’s early care and education.
7. List the general group child care licensing regulations for Massachusetts quality programs set forth by the National Association for the Education of Young Children. (NAEYC)
8. Use teaching strategies that integrate Anti-Bias Curriculum and Developmentally Appropriate Practice across the curriculum.

QRIS Standard Alignment: Standard 1: Curriculum and Learning, Standard 4: Family and Community EngagementLanguage: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 3 5 7 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences | Tuesday, Wednesday, Thursday11/2/20156:30 PM - 9:00 PMFisher College777 Church StreetNew Bedford, MA 02745 |
| Creating Productive Relationships with Families and CommunitiesCEU Course0.5 Credits | Relationships form the framework of quality early education and care programming in a setting where children feel safe and secure. Use of respectful collaboration results in continuity of care for the child. Throughout this training, participants will explore strategies to form productive relationships with families, which benefit the child, family, and educator. Participants will discuss the benefits of partnerships for all involved including the positive effect on children’s development. Objectives:1. Discuss current strengths and challenges working with families in small groups
2. Identify the five principles of family centered care [1]
3. Analyze effective communication strategies with families; oral, written, visual
4. Appraise current methods of power and decision-making
5. Role-play and strategize effective parent-teacher conferences.
6. Identify community resources for use in program enrichment and family support.

QRIS Standard: FCC QRIS: 4 A. 2.2 and 4A.3.1; Center-based QRIS: 4A.2.2 and 4A.3.1; After-school QRIS: 4A.2.1 and 4A.3.1Language: EnglishAge Group(s): PreschoolEEC Core Competency Area(s): 3  | Thursday11/5/20156:30 PM - 9:00 PMJack and Jill50 Park StreetAttleboro, MA 2703 |
| All Things Considered: Understanding and Working with Children with Sensory Processing and Other Related ChallengesCEU Course0.5 Credits | Learn about sensory processing and how sensory problems may impact a child's behavior and functioning. Understand the value of, and how to provide, a sensory-rich curriculum in the early childhood classroom and how to adapt materials and activities for children with various sensory challenges. Objectives: Session 1: Making Sense of Sensory Processing1. Understand what is involved in sensory processing (receiving sensory information, interpreting it, and reacting to it)
2. Identify the two “hidden senses”: vestibular and proprioceptive, and how they affect the child
3. Determine different sensory profiles indicative of sensory processing problems and how they may impact a young child’s behavior and functioning
4. Describe the concept of “sensory diet” (feed the need)
5. Understand the value of, and how to provide, a sensory-rich curriculum in the early childhood classroom

Session 2: All Hands on Deck! Sensory Activities for use in the Early Childhood Program1. . Learn and be able to implement a variety of fun, sensory-rich activities which can be used in the early childhood program
2. With materials provided, create a sensory-motor activity for their program
3. Develop new materials to enhance sensory experiences in their programs
4. Adapt materials and activities for children with various sensory challenges

QRIS standard 1: Curriculum and Learning.Language: EnglishAge Group(s): Infant, Toddler, PreschoolEEC Core Competency Area(s): 1 5 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Saturday11/7/20159:30 AM - 3:30 PMCole-Harrington605 Neponset StreetCanton, MA 2021 |
| Using the Massachusetts Guidelines for Preschool Learning ExperiencesCEU Course0.5 Credits | As diretrizes para a Aprendizagem no Ensino Pré-escolar refletem o compromisso do Departamento de Educação de Massachusetts com a qualidade de ensino. Pesquisas a respeito do desenvolvimento cerebral demonstram o valor dos programas educacionais de alta qualidade. As diretrizes alinhadas com Massachusetts Curriculum Frameworks for Pre-K through Grade 12, revisado em 2013. O Sistema de Quality Rating and Improvement (QRIS) estimula o uso das Diretrizes de Aprendizado de MA para o Ensino Pré-escolar para formação curricular. Durante estas 5 horas de treinamento os participantes revisarao os princípios e estrutura das diretrizes. Os participantes farão observações e recapitularão situações explorando quais diretrizes e plano curricular apóiam os interesses, habilidades e experiências das crianças. Objetivos do treinamento: Resumir como os princípios usados de guia ao entendimento e implementação das Diretrizes para Experiências de Aprendizagem Pré-escolar estão alinhadas com o conhecimento inicial da educadora. Debater porque documentar e coletar exemplos de observações contribuem fundamentalmente para individualização do currículo. Usar as Diretrizes de Aprendizagem Pré-escolar de MA, para planejar e incentivar o desenvolvimento e aprendizado, baseados nas observações, interesses e necessidades especiais das crianças.QRIS Standards: FCC QRIS 1A.3.2; Center-based QRIS: 1 A.3.2Language: PortugueseAge Group(s): PreschoolEEC Core Competency Area(s): 5 Areas of Alignment: Guidelines for Preschool Learning Experiences | Saturday11/7/20159:30 AM - 3:30 PMNew Bedford Public LibraryCasa Da Saudade58 Crapo StreetNew Bedford, MA 2740 |
| Supporting STEM Education in Early Childhood SettingsCEU Course0.5 Credits | Children use math and science skills from birth to interpret and react to their world. It is important for educators to stimulate and engage children’s thinking by offering engaging and developmentally appropriate activities in science, technology, engineering and math. In this learning event, participants will discover the STEM capabilities of young children and explore strategies designed to weave STEM content into program learning experiences.Objectives: During this learning event, participants will:1. Reflect upon own knowledge and experiences with STEM and share how this impacts their role as an educator;
2. Discuss STEM education for young children;
3. Analyze STEM learning in a classroom setting
4. Outline a STEM activity using the STEM crosswalk for the Preschool Early Learning Guidelines;
5. Assess the STEM activity in relationship to Developmentally Appropriate Practice;
6. Design a web linking STEM learning goals with activities for use in their program.

QRIS Standard: FCC QRI:S 1A.2.2 and 1A.3.2; Center-based QRIS: 1A.2.1 and 1A.3.2; School-age QRIS: 1A.4.1Language: EnglishAge Group(s): Preschool EEC Core Competency Area(s): 5 Areas of Alignment: Pre-K STE Standards  | Monday1/11/20166:30 PM - 8:30 PMOnline |
| Children Under StressCEU Course0.5 Credits | Researchers from the University of Michigan identified that stress in children ranks in the top five child health concerns (C.S. Mott Children’s Hospital 2010). Some stress is both normal and in fact healthy, as it gives us opportunities for growth, such as fear of the dark and finding strategies to manage that fear. Stress in moderation supports the learning process, however, when stress causes imbalance in a child’s life, it can have life- long negative consequences. Children react in many different ways to stress. In this course, we will identify some of the causes of extreme stress in children, such as grief, illness, poverty, abuse, witnessing violence, and other traumas. Participants will review different strategies to help young children cope with chronic stress.Objectives: Participants will be able to:1. Distinguish the difference between healthy and harmful stress in children
2. Examine the typical signs and symptoms of stress in young children
3. Discuss coping strategies for helping children manage the negative outcomes from unhealthy stress
4. Identify resources to support educators who work with children under stress

QRIS Standards: FCC QRIS: 3A.2.4 and 4A.2.5 (SF Protective Factors); Center-based; QRIS: 3A.2.4 and 4A.2.1 (SF Protective Factors); After-School QRIS: 4 A.2.4 (SF Protective Factors)Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 4  | Wednesday1/12/20166:30 PM - 8:00 PMOnline |
| Incorporating the MA Early Learning Guidelines for Infants and Toddlers in Your ProgramCEU Course1.5 Credits | The first three years of life are a time of rapid brain development and learning. This time is critically important for infants and toddlers as they develop foundations for learning. The purpose of the Early Learning Guidelines for Infants and Toddlers is to provide a comprehensive view of the development of infants and toddlers while documenting experiences that support this development. The Guidelines focus on the relationship between the child and all significant adults in the child's world. This course will provide direction on using these Guidelines to support your work with infants and toddlers while allowing you to work at a time and setting convenient to you. Objectives1. Having a better understanding of using a strength based approach of intentional and responsive teaching practices,
2. Participating in reading and activities that helped me to learn about how infants and toddler develop and learn, using the knowledge gained to plan appropriate supportive learning experiences for infants and toddlers;
3. Identifying the characteristic of high quality infant and toddler interactions,

environments and learning experiences. having a greater ability to plan developmentally appropriate learning experiences as informed by the child's age and individual needs, selecting developmentally appropriate learning experiences based upon child observation, and having an increase knowledge of the continuum or link between the ELG for Infants and Toddlers and the ELG for preschoolers. QRIS Standard administrators and family child care provider at levels 2 and 3.Language: EnglishAge Group(s): Infant, ToddlerEEC Core Competency Area(s): 1 5 Areas of Alignment: EEC Regulations, Early Learning Guidlelines for Infants and Toddlers | 1/12/2016 Online |
| Health, Safety, and Nutrition for Young Children: ED116College Course3 Credits | This course is intended for students working in an educational setting, for child care providers, and for adults and parents who desire additional information about current concepts in the field of health, safety, and nutrition and their relationship to the young child.Objectives:1. Define a holistic approach to the health, safety, and nutrition of young children
2. Describe an ecological perspective and explain how the environment may affect the health, safety, and nutrition of a young child.
3. Describe and discuss the difference between health promotion, protection, and prevention as they apply to childcare.
4. Define risk and discuss how risk management is crucial to the health, safety, and nutrition of children in child care.
5. Demonstrate how a caregiver would provide high quality childcare for safety, nutrition, an health.
6. Define and discuss policies for child abuse that may affect the childcare setting and the implications for caregivers.
7. Define and discuss policies for special topics that may affect the childcare setting and the implications for caregivers including: inclusion, chronic illness, stress, drug abusing families

QRIS Standard Alignment: Standard 2: Safe, Healthy Indoor and Outdoor Environments, Standard 4: Family and Community EngagementLanguage: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 2 3 4 5 6 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences | Tuesday, Wednesday, Thursday1/19/20166:30 - 9:00 PMFisher College777 Church StreetNew Bedford |
| Behavior Management in Child Care: CCED101College Course3 Credits | This course provides the student with an introduction to principles involved in child care behavior management. Behavior management topics are approached as they relate to child care settings. Positive interactions between adults and children are emphasized as effective learning environments for young children. The influence of family, peers, community, and culture on children's behavior is explored.Objectives: 1. To develop a foundation for developmentally appropriate child guidance in order to effectively manage the behaviors of individual children in specific situations
2. To identify adult styles of care giving and the processes used by adults to influence children in order to evaluate your own style of care giving
3. To determine how the physical environment effects children's behavior by examining a real child care setting and using the findings to modify existing and future classrooms
4. To develop effective techniques for helping children acquire the skills and attitudes needed in community life by utilizing the "Guidelines for Preschool Learning Experiences"
5. To apply positive discipline strategies to real life situations by analyzing case studies of children's behavior
6. To identify the causes of anger and aggression in children in order to cope with these behaviors when encountered in life and on the job
7. To trace the roots and development of self esteem in children in order to nurture positive self-¬‐esteem and pro-¬‐ social behavior
8. To promote positive interactions both between staff and children and among children by using the "Early Childhood Program Standards for Three and Four Year Olds"
9. To stimulate class discussion of the impact of family, school, community and culture on children's behavior in order to heighten your awareness of their importance and your role as a teacher

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval. This course meets NAEYC standards and supportive skills. QRIS alignment Category 1. Curriculum and Learning; Category 2. Safe, Healthy Indoor and Outdoor Environments; Category 3: Workforce Qualifications and Professional Development; Category 4: Family and Community Engagement. Language: EnglishAge Group(s): Preschool EEC Core Competency Area(s): 2 5 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences | Tuesday1/21/20166:30 PM - 9:35 PMMassasoit Community CollegeOne Massasoit Blvd.Brockton, MA 2302 |
| Development in Early Childhood: CCED102College Course3 Credits | This course introduces the student to a child's developmental growth from pre-natal stages to seven years of age. Developmental landmarks are studied as they relate to a preschool setting. The importance of recognizing individual as well as cultural differences and various rates and patterns of growth is emphasized. A grade of C or higher is required for graduation. Objectives: 1. To understand the stages of development from prenatal to 7/8 years of age in order to have appropriate and reasonable expectations of children in our care.
2. To understand and plan for the psychological differences in the child in order to provide a safe, nurturing environment in which each child’s needs are met.
3. To explore and plan the developmental task of a child in all areas of development in order to provide developmentally appropriate activities to foster growth and a sense of accomplishment.
4. To develop approaches and techniques in working with young children in order to be responsive to their developmental level and encourage exploration and discovery.
5. To understand the environmental and cultural influences in early childhood development so that caregivers incorporate respect for cultural diversity in the classroom.
6. To recognize and plan for the child’s individual differences in order to measure and nurture each child’s skills and progress.
7. To understand the work and learning of a child’s play in order to provide meaningful play activities as a major vehicle for learning about his/her world.

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or department approval. This course meets NAEYC standards and supportive skills. QRIS Standard 3. Workforce Qualifications and Professional DevelopmentLanguage: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 2 3 7 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences | Wednesday1/27/20166:00 PM - 10:00 PMMassasoit Community CollegeOne Massasoit Blvd.Brockton, MA 2302 |
| Introduction to Early Childhood Education: ECE 111College Course3 Credits | This course will introduce the student to the field of early care and education from a philosophical, historical, socioeconomic, and multicultural point of view. Major theories and models of significant early childhood programs will be examined such as Head Start, Froebel's Kindergarten, Montessori, Reggio-Emilia and the Waldorf. The role of the early care teacher, professionalism, and managing successfully in the workplace will be explored. The course will include field observations of eight hours across the full age span (0 -8) with observations in diverse settings is required as determined by DEEC. Objectives:1. Demonstrate knowledge of principles of underlying different early childhood approaches.
2. Compare and analyze the social, cultural, and historical context of early childhood education.
3. Describe the links between theorists, such as Piaget and Vygotsky, on current early childhood education practice.
4. Identify current trends and issues in the early childhood field related to children and families of diverse communities.
5. Demonstrate the ability to integrate early childhood education theory and practice.

QRIS Standards:1, EEC Certification: Lead TeacherLanguage: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 3 5 7 8Areas of Alignment: EEC Regulations  | Tuesday2/2/20166:30 PM - 9:45 PMBristol Community College800 Purchase StreetNew Bedford, MA 2740 |
| Parent-Teacher Communications and Partnerships: ECE 244College Course3 Credits | Students develop knowledge and skills in understanding and building partnerships with parents based on the recognition that families have diverse styles of parenting. Building increased awareness and sensitivity to ethnic, racial, class, abilities, and linguistic issues is key to the affirmation of differences. Students study contemporary models and practices that support the involvement of parents in their child's education. Students learn to use appropriate oral and written communications, discover parents' priorities, and design activities and structures for ongoing collaborations with parents. Prerequisite: ECE 111 Introduction to Early Childhood Education. Objectives:1. Develop written forms of parent communication.
2. Self-evaluate oral communication skills using defined criteria.
3. Examine families and appreciate differences from the perspectives of ethnicity, race, socioeconomic status, abilities, and linguistic background.
4. Identify strategies for initiating and enhancing parent-teacher relationships.

QRIS Standards: 4 EEC Certification: Director IILanguage: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 3 Areas of Alignment: EEC Regulations, | Wednesday2/3/20166:30 PM - 9:45 PMBristol Community College777 Elsbree StreetFall River, MA 2720 |
| Children Under Stress CEU Course0.5 Credits | Researchers from the University of Michigan identified that stress in children ranks in the top five child health concerns (C.S. Mott Children’s Hospital 2010). Some stress is both normal and in fact healthy, as it gives us opportunities for growth, such as fear of the dark and finding strategies to manage that fear. Stress in moderation supports the learning process, however, when stress causes imbalance in a child’s life, it can have life- long negative consequences. Children react in many different ways to stress. In this course, we will identify some of the causes of extreme stress in children, such as grief, illness, poverty, abuse, witnessing violence, and other traumas. Participants will review different strategies to help young children cope with chronic stress. Objectives: Participants will be able to:1. Distinguish the difference between healthy and harmful stress in children
2. Examine the typical signs and symptoms of stress in young children
3. Discuss coping strategies for helping children manage the negative outcomes from unhealthy stress
4. Identify resources to support educators who work with children under stress

QRIS Standard FCC QRIS: 3A.2.4 and 4A.2.5 (SF Protective Factors); Center-based QRIS: 3A.2.4 and 4A.2.1 (SF Protective Factors); After-School QRIS: 4 A.2.4 (SF Protective Factors)Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 4  | Thursday2/4/20166:30 PMMarkman Daycare803 North Main StreetAttleboro, MA 2703 |
| Speech and Language Development in Early Education SettingsCEU Course0.5 Credits | This course will discuss the typical speech development patterns of young children. This course will discuss activities that can be used in Early Childhood settings to promote and support language development for typically developing children, English Language Learners and Children with Speech Delays. Objectives:1. Participants will be able to describe the difference between speech and language, and between receptive and expressive language.
2. Participants will be able to identify the components of language, as well as typical and non-typical patterns of speech development.
3. Participants will be able to list strategies to support Diverse Language Learners.
4. Participants will practice planning activities to support speech and language development and learn to use Storytelling to support Language Development.

QRIS Standard 3A for Family Child Care Providers.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 Areas of Alignment: Guidelines for Preschool Learning Experiences | Thursday3/10/20166:00 PM - 8:30 PMCape Cod Children's Place10 Ballwic RoadNorth Eastham, MA 2651 |
| Infant/Toddler Curricula: ED120College Course3 Credits | This course presents a developmentally appropriate curriculum framework for the cognitive/language, physical, and social-emotional development of infants and toddlers. Children’s interactions with their environment through exploration, problem-solving, and discovery will be stressed. The role of the adult in creating a safe physical and psychological learning environment with stimulating materials will be studied. Presentations, projects, and observations will provide first hand experience.Objectives: 1. Plan age and developmentally appropriate curriculum and daily routines for infants and toddlers
2. Evaluate infant and toddler environments and adequately provide a loving, safe and healthy atmosphere, which stimulates growth and development
3. Devise strategies for effectively communicating with parents and/or guardians
4. Create hands on materials and activities to be used as part of their internship portfolio
5. Competently integrate knowledge and application to address the needs of individual children in an infant/toddler environment

Prerequisites/Corequisite: ED103QRIS Standard Alignment: Standard 1: Curriculum and LearningLanguage: EnglishAge Group(s): Infant, ToddlerEEC Core Competency Area(s): 1 2 4 5 7 Areas of Alignment: EEC Regulations, , Early Learning Guidlelines for Infants and Toddlers | Tuesday, Wednesday, Thursday3/14/20166:30 - 9:00 PMFisher College777 Church Street451 Elm St.370 Oak St.New BedfordNorth AttleboroBrockton, MA 0 |
| Building Math, Science and Literacy Skills: A Simple, Fun and Unified ApproachCEU Course1 Credits | Participants will discover strategies to facilitate emergent math and science skill building by integrating math and science concepts across the curriculum, with a particular focus on literacy. Discussion will include how to adapt activities for various ages and learning styles. Objectives; 1. Recognize and understand the important mathematical thinking processes and mathematical ideas for the early childhood period.
2. Summarize the math and science areas in which children need foundational learning opportunities.
3. Synthesize understanding with daily practice and assessment to provide effective skill building and learning experiences in authentic ways
4. Differentiate practices for the varied ages and learning profiles of children
5. Demonstrate best practices by integrating math and science across academic domains, with a particular focus on literacy.
6. Assess children’s skill level through observation, and performance tasks such as “show and tell” and “discovery books.”
7. Reflect on teaching and practice and adjust when necessary

QRIS Standard 1: Curriculum and Learning.Language: EnglishAge Group(s): Preschool, School AgeEEC Core Competency Area(s): 5 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Pre-K STE Standards | Saturday3/19/20169:30 AM - 3:30 PMBoys and Girls Club803 Bedford StreetFall River, MA 2723 |
| EEC Preschool Learning Standards and GuidelinesCEU Course1.5 Credits | This course is designed to provide early childhood education professionals with the knowledge and skills to teach each content area according to the preschool learning guidelines, or state standards. This modules as part of the course on the preschool learning experiences will explain each part of the standard and give examples of how to teach the standard within an integrated curriculum. Through presentations, online resources, readings, and assignments students will gain knowledge of the components of each area: mathematics, English language arts, science and technology/engineering, the arts, and health education, and history and social science. The last module will cover the content of the Early Childhood Program Standards and how to incorporate those standards into daily practice.  Objectives: include being able to explain each of the standards and describe ways to teach it to preschool aged children, design lesson plans and units to teach various academic and social skills across the preschool day, identify individual learning experiences related to a specific content area in a classroom, video, or lesson plan, and teach the guidelines in a classroom and evaluate their lessons for effectiveness. QRIS Standard for administrators and family child care provider at levels 2 and 3.Language: EnglishAge Group(s): Preschool EEC Core Competency Area(s): 5 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Pre-K STE Standards, Early English Language Development Standards | 3/22/2016 Online |
| Adapting for Sensory Integration Challenges in Early Childhood SettingsCEU Course0.5 Credits | Course Description: Sensory Processing (also referred to as sensory integration or SI) is a term that is used to describe the way the nervous system gets messages from the senses and converts them into appropriate motor and behavioral responses. Sensory Processing Disorder (SPD) refers to a condition that exits when signals do not get organized into appropriate responses. It has been referred to as a neurological “traffic jam”. One research study states that 1 in every 6 children experience sensory symptoms that affect aspects of everyday life functions (Ben-Sasson, Caerter, Briggs-Gowen, 2009). In this course participants will explore methods that early childhood educators can incorporate into their programs that support and build resiliency in children with SPD.Objectives:1. Define Sensory Processing Disorder or Sensory Integration Dysfunction;
2. Analyze the components of a sensory diet;
3. Identify strategies and resources for adapting early childhood environments and activities to support children with SID.

Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 2  | Saturday3/26/20169:30 PM - 3:30 PMBriarwood Child Academy673 Washington StreetHanover, MA 2339 |
| Using the Early Learning Guidelines for Infants and Toddlers CEU Course0.5 Credits | Os primeiros três anos de vida é um período acelerado de aprendizado e desenvolvimento cerebral , apoiar e olocar em pratica este conhecimento é importante para que os bebês e as crianças alcancem seu potencial de desenvolvimento. Neste treinamento, os participantes irão rever, pontos fundamentais sobre o cuidado infantil das Diretrizes de Aprendizado para Bebês e Crianças (ELG, em ingles). Este treinamento incluirá aspectos do desenvolvimento cerebral, realcionamentos e atividades preparadas para apoiar o crescimento e desenvolvimento dos bebês e das crianças através dos domínions, usando as Diretrizes de Aprendizado para Bebês e Crianças.Objetivos do treinamento:1. Reconhecer a importancia do desenvolvimento cerebral dos relacionamentos e parcerias para o melhor desenvolvimento e aprendizado dos bebês e crianças.
2. Examinar os domínios do desenvolvimento.
3. Relatar a estrutura das diretrizes de aprendizado.
4. Ressaltar atividades de aprendizagem para facilitar o uso e compreensão das diretrizes.

Não há pre-requisito para este treinamentoQRIS Standard: FCC QRIS 1A.3.2; Center-based QRIS: 1 A.3.2Language: PortugueseAge Group(s): Infant, Toddler,EEC Core Competency Area(s): 5 Areas of Alignment: Early Learning Guidlelines for Infants and Toddlers | Saturday3/26/20169:30 AM - 3:30 PMNew Bedford Public LibraryCasa Da Saudade58 Crapo StreetNew Bedford, MA 2740 |
| Accommodations and Modifications in Early Childhood SettingsCEU Course0.5 Credits | Participants will explore the importance of supporting diverse learners, and children with special needs, in the Early Childhood settings. Through presentation, small group activities and large group discussions, participants will develop an understanding of the obstacles to learning a child might encounter and identify a variety of accommodations they can use to support the children attending their program. The participants will develop an understanding of the information that is included in an Individualized Education Plan, and explore ways to use this information when planning activities that support children with the attainment of their educational goals. Objectives: 1. Describe the difference between speech and language.
2. Identify the components of language
3. Identify typical and non-typical patterns of speech development
4. Plan activities to support speech and language development
5. List strategies to support Diverse Language Learners in Early Education Settings
6. Use Storytelling to support language development

QRIS Standard 3A.2.4 for Family Child Care Providers.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 5 Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers, | Tuesday4/5/20166:00 PM - 8:30 PMPlymouth Public Library132 South StreetPlymouth, MA 2360 |
| Using the Massachusetts Guidelines for Preschool Learning ExperiencesCEU Course0.5 Credits | Las Directrices de Experiencias de Aprendizaje de Massachusetts reflejan el compromiso de calidad del Departamento de Educación Temprana y Cuido. La Investigación sobre el desarrollo cerebral nos ha desmostrado que es compatible con el valor de la alta calidad de los programas de educación temprana. Las Directrices están alineadas con el currículo de Massachusetts (2013) para Pre-K hasta el grado 12. El “QRIS” (El sistema de calificación de calidad y mejoramiento) promueve el uso de las Directrices de Experiencias de Aprendizaje para guiar el curricúlo. En este entrenamiento de 5 horas, los participantes revisarán los principios y la estructura de las directrices. Los participantes llevarán a cabo observaciones y exploraran escenarios para explorar las directrices y el plan curricular que se basa en los intereses de los niños, habilidades y experiencias. Objectivos:* Resumir cómo los principios en los que se guía la comprensión y aplicación de las directrices para las experiencias de aprendizaje preescolar se alinian a sus propias creencias.
* Discutir cómo documentar las observaciones y recoger muestras de trabajo contribuyen a la fundación de individualizar el currículo.
* Utilizar las directrices para las experiencias de aprendizaje preescolar para planear el currículo que promueve el desarrollo y aprendizaje basado en observaciones de los niños y de los intereses y necesidades especiales.

QRIS Standards: FCC QRIS 1A.3.2; Center-based QRIS: 1 A.3.2Language: SpanishAge Group(s): Preschool, EEC Core Competency Area(s): 5 Areas of Alignment: Guidelines for Preschool Learning Experiences | Saturday4/9/20169:30 AM - 3:30 PMFamily Service Association101 Rock StreetFall River, MA 2720 |
| Child Development: PS103College Course3 Credits | This survey course examines the cognitive, emotional, social, and physical development of children from birth to eight years. Child Development theories as well as empirical research relating to each area of development will be discussed. Emphasis will be placed upon the characteristics of healthy environments that promote optimal child development.Objectives:1. To provide the student with an overview of the physical, cognitive and social emotional development from prenatal to middle childhood
2. 2.To discuss the major theories and research concerning the physical, cognitive, social and emotional development in children
3. 3.To familiarize the student with the characteristics of healthy environments and practices which promote optimal child development
4. 4.To discuss biological, cultural, social and learning elements and their integrative influence upon childhood development

QRIS Standard Alignment: Standard 1 and 3Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 2 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences | Tuesday, Wednesday, Thursday5/9/20166:30 - 9:00 PMFisher College777 Church StreetNew Bedford |
| Engaging FamiliesCEU Course0.5 Credits | Educating children is a full-time collaboration between home and school. Mutual respect and understanding is essential to develop a strong trusting relationship among families and educators. This course will give participants ideas on how to communicate with families regarding things such as programming, child development, and how to access community resources based on that respect. An introduction to "Protective Factors" will also be included as well as techniques to gather input from staff and parents. Ways to use this information to improve current procedures and implement new strategies based on the "Strengthening Families Approach" will be stressed. Objectives: include being able to explain benefits of family-teacher partnerships; to identify and describe Family-Centered Care Principles; to describe methods and benefits of two-way communication between home and school; to develop guidelines for parent involvement in the classroom; to identify and incorporate into planning the Five Protective Factors.  No pre-requisite. QRIS Standard Participants will learn how to use the Strengthening Families tool, as required in QRIS Level 2.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 3 Areas of Alignment: EEC Regulations, , Early Learning Guidlelines for Infants and Toddlers | Wednesday5/11/2016TBD |
| Promoting Social and Emotional DevelopmentCEU Course0.5 Credits | Participants will explore how to set up a classroom environment that promotes the development of positive social and emotional skills and share their strategies on how to encourage and promote self-regulation and self-concept in children. Participants will analyze the assessment tool they are currently using and reflect on how that impacts their curriculum planning. We will also consider how to implement strategies to promote cooperative social behavior that balance both individual and group needs. Attention to high needs children will be embedded throughout conversation.Objectives:1. Share their understandings of social and emotional development and articulate the ways they promote social and emotional development in their own classrooms.
2. 2.Summarize the concept of the CSEFEL pyramid and explain the ASQ definitions of social and emotional development.
3. Demonstrate that they understand the link between their assessment tool and the classroom environment.
4. Describe how each area of the classroom and playground can contribute to the development of social and emotional skills by listing some of the ways children are naturally exhibiting social and emotional skills in each area and describing some of the ways that teachers could enhance or design curriculum linked to the development of social and emotional skills in that area of the classroom or playground.
5. Practice using an observation tool developed by instructor that requires them to categorize their questions about a child’s behavior in terms of the social and emotional skills they are assessing and in the context of the classroom environment. Create strategies to reinforce social/emotional skills based on their observations.
6. Analyze case studies as a vehicle to understanding the difficulty of balancing individual and group needs. Be able to discuss strategies and possible adaptations.

QRIS Standard 1B.2.1Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 2 Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Saturday5/21/20169:00 AM - 3:00 PMThe Children's Workshop536 MacArthur Blvd.Bourne, MA 2532 |
| Introduction to Early Childhood Education: CCED105College Course3 Credits | This course is designed to give the beginning student in child care an overview of early childhood education from a philosophical, historical, multicultural, and economic point of view. The student gains an understanding of how early childhood education has influenced the child care profession. Objectives: 1. To examine how the historical events in Early Childhood Education relate to the present, in order to provide a quality program.
2. To recognize widely held theories of growth and learning in order to best meet the needs of the child.
3. To identify differences in early childhood programs in order to consider future professional possibilities.
4. To explain how social, economic, and cultural issues relate to child care in order to develop trusting relationships with families.
5. To describe why standards are important and what role standards play in teaching in order to meet expectations of NAEYC and MA Early Childhood Program Standards

Prerequisites: ENGL 092 Preparing for College Reading II and ENGL 099 Introductory Writing; waiver by placement testing results; or departmental approval.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 2 3 5 7 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences | Tuesday and Thursday5/31/20166:30 PM- 9:45 PMMassasoit Community CollegeOne Massasoit Blvd.Brockton, MA 2302 |
| Administration, Supervision, and Management of Child Care Programs: CCED201College Course3 Credits | This course emphasizes the importance of thoughtful planning and administration for the success of child care programs. Special attention is given to understanding organizational structure; budgeting; and personnel recruitment, selection, and supervision. Ways to develop and implement philosophical goals and their relationship to the children, families, staff, and the community are discussed. Objectives: 1. To understand the importance of developing and implementing a philosophy toward Early Childhood Education in order to guide decision making
2. To understand the role of teacher, lead teacher and director in a child care setting in order to develop professionally
3. To explore the laws and regulations governing child care in MA In order to provide a safe and healthy environment
4. To develop a systemized approach to record keeping and reports in order to run a successful early childhood program
5. To understand the administrative and organizational structure of a child care program in order to comply with the regulations of the Ma Department of Early Education and Care
6. To provide a basic introduction to the process of hiring effective and creative teaching staff in order to provide developmentally appropriate practice
7. To understand the importance of the NAEYC code of ethics in order to offer a quality program
8. To nurture an ability to influence public policy in order to contribute to the profession as an advocate

Prerequisite: CCED 102 Development in Early Childhood completed with a grade of C or higher, CCED 105 Introduction to Early Childhood Education, or PSYC 102 or 202 Child Psychology; or departmental approval. This course meets NAEYC standards and supportive skills. QRIS alignment Category 3: Workforce Qualifications and Professional Development; Category 4: Family and Community Engagement; Category 5 Leadership, Management and Administration. Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 3 4 8Areas of Alignment: EEC Regulations  | Monday and Wednesday6/1/20166:00 PM - 10:00 PMMassasoit Community CollegeOne Massasoit Blvd.Brockton, MA 2302 |
| Accommodations and Modifications in Early Childhood SettingsCEU Course0.5 Credits | Participants will explore the importance of supporting diverse learners, and children with special needs, in the Early Childhood settings. Through presentation, small group activities and large group discussions, participants will develop an understanding of the obstacles to learning a child might encounter and identify a variety of accommodations they can use to support the children attending their program. The participants will develop an understanding of the information that is included in an Individualized Education Plan, and explore ways to use this information when planning activities that support children with the attainment of their educational goals. Objectives:1. Describe the difference between speech and language.
2. Identify the components of language
3. Identify typical and non-typical patterns of speech development
4. Plan activities to support speech and language development
5. List strategies to support Diverse Language Learners in Early Education Settings
6. Use Storytelling to support language development

QRIS Standard 3A.2.4 for Family Child Care Providers.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 5 Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Saturday6/4/201610:00 AM - 12:00 AMMartha's Vineyard Community Services Inc.111 Edgartown RoadVineyard Haven, MA 2568 |

## EEC Region 6: Metro Boston: Action for Boston Community Development, Inc

178 Tremont Street Boston, MA 02111

[http://region6eps.bostonabcd.org](http://region6eps.bostonabcd.org/)

Action for Boston Community Development, Inc (ABCD) is the lead agent for the Educator and Provider Support grant for the Metro Boston region. ABCD provides professional development coursework and support services such as technical assistance and coaching and mentoring to educators and providers in EEC mixed delivery system. ABCD supports educators and providers in the following cities and towns:

Table 11: EEC Region 6: Cities and Towns in Metro Boston

For more information regarding EEC funded professional development services in Metro Boston or to register for a course contact:

Donna Jasak

617.348.6287

Donna.Jasak@bostonabcd.org

[http://region6eps.bostonabcd.org](http://region6eps.bostonabcd.org/)

EEC Liaison

Chris Pond617.988.6625

Chris.Pond@massmail.state.ma.us

|  |  |
| --- | --- |
| Boston | Needham |
| Braintree | Quincy |
| Brookline | Randolph |
| Cambridge | Revere |
| Chelsea | Somerville |
| Cohasset | Wellesley |
| Dedham | Weston |
| Hull | Weymouth |
| Milton | Winthrop |

Table 12: Continuing Education and College Course Professional Development Opportunities provided in Metro Boston

| COURSE TITLE | COURSE DESCRIPTION | COURSE LOCATIONS AND DATES *Note: Dates are subject to change* |
| --- | --- | --- |
| Child Development Associate (CDA) CourseCEU Course12 Credits | The IEPD CDA course meets national CDA requirements providing 120 hours of required training while imbedding application to practice through completion of the Professional Resource File throughout the course. Participants will complete assignments directly related to achieving the knowledge, skills, and attitudes directly aligned with CDA subject areas and competencies. The course may include a pre-observation on site along with an action plan for improvement. This assists candidates in improving their program according to CDA standards in preparation for the final formal assessment process. Aligned with QRIS Standards 3A and Levels 2, 3 and 4.Language: SpanishAge Group(s): Infant, Toddler, Preschool, EEC Core Competency Area(s): 1 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers, Pre-K STE Standards, Early English Language Development Standards | Wednesday9/1/20156:30 AM - 9:00 AMChild Development and Education, Inc.1208A VFW ParkwayWest Roxbury, MA 2132 |
| Health and Nutrition For Preschoolers OnlineCollege Course3 Credits | This course is an analysis of the personal health and nutritive needs of young children. The proper foods for young children are emphasized in relation to the physical, intellectual, and emotional well-being of the child. The role of early childhood programs in preventive healthcare is stressed, and consideration is given to the body function of the young child with respect to anatomy, physiology, correct nutrition, rest, recreation, exercise, and play. Placement at ENG 101 level strongly advised. QRIS Standard 2- Safe, Healthy Indoor and Outdoor EnvironmentsLanguage: EnglishAge Group(s): Infant, Toddler, Preschool, EEC Core Competency Area(s): 3 4  | Thursday9/4/2015Quincy College1250 Hancock StreetQuincy, MA 2169 |
| Child Growth and Development: ECE 101College Course3 Credits | Students enrolled in this course will explore the theories and practices of growth and development for infants and young children, with an emphasis on significant and recent research, contemporary schools of thought, and theories of human development. Additional topics covered in this course include the influence of heredity and environment on child development, infant and child health care, socialization and sex role stereotyping. Fulfills requirement for EEC Teacher Certification. QRIS Standard: 1Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 2  | 9/7/2015 Roxbury Community College1234 Columbus AvenueRoxbury, MA 2120 |
| Administration and Supervision of Programs for Young Children: ECHD 459College Course3 Credits | Overview components involved in administering a program for young children. Includes goal setting, facilities, budget and finances, record keeping, staff relationships and training, parent and community involvement, federal state and local agencies, and relevant national trends and their effect on early children programs.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 7 8Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Wednesday9/8/20157:00:00 AM - 9:45 AMUMass Boston100 Morrissey Blvd.Boston, MA 2125 |
| Cultural Aspects of Families and Children: SOC 202College Course3 Credits | Este es un curso de 3 créditos que examina aspectos familiares, sociales y educativos que impactan a los niños y familias multilingües en Estados Unidos. En el curso se examinan retos que enfrentan las familias de trasfondo cultural, social y lingüístico diverso en torno a la educación, los servicios humanos, servicios legales con especial énfasis en la interacción de varias culturas con las instituciones que representan tales servicios.El curso incorpora la computadora al proceso de enseñanza-aprendizaje con el fin de ampliar los espacios de comunicación y fomentar el desarrollo de una atmósfera atractiva para el estudio. El/la estudiante tiene la oportunidad de usar diversas modalidades electrónicas (i.e. correo electrónico y grupos de discusión virtuales entre otros) para estimular la investigación y el estudio.Además de los recursos propios de cursos presénciales, en este curso los/as estudiantes tienen acceso a una serie de recursos en-línea para facilitar su aprendizaje.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 2 3  | 9/8/2015 Urban College178 Tremont StreetBoston, MA 2111 |
| Guíay Disciplina Positiva: ECE 106College Course3 Credits | Éste curso se enfoca en las actitudes del maestro y la comunicación efectiva al guiar el comportamiento. Énfasis es puesto en las tecnicas en cual ayudan a los niños a construir un concepto propio positivo y una fuerza individual dentro del contexto de los limites apropiados y de la disciplina. QRIS standards: 1, 3,4Language: SpanishAge Group(s): Infant, Toddler, PreschoolEEC Core Competency Area(s): 1 2 3 4 7 Areas of Alignment: EEC Regulations  | 9/8/2015 Urban College178 Tremont StreetBoston, MA 2111 |
| Guidance and Discipline – Classroom Management: ECE 106College Course3 Credits | This course covers the span of physical, cognitive, social, emotional, and moral development of children from birth through second grade. Implications for curriculum and instruction from brain research findings and their significance for learner differences are explored. The appropriate technical terminology used to convey those concepts is addressed. The significance of the sociocultural and political contexts for the implications of the codifications of development along with the consequences of medical and health access are discussed. The course is delivered utilizing Universal Design for Learning (UDL) level-appropriate strategies and assessments. QRIS Standard: 2Language: EnglishAge Group(s): Infant, Toddler, Preschool, EEC Core Competency Area(s): 1 2 3 4 7 Areas of Alignment: EEC Regulations  | 9/8/2015Urban College178 Tremont StreetBoston, MA 2111 |
| Technology for all Young Children: ECHD 430College Course3 Credits | Examine the learning outcomes, instructional methods and materials used for instructional technology: Early Childhood to Second Grade (PreK-2). Learn how to apply the principles of Universal Design for Learning (UDL) to curriculum, instruction, and assessment to support all children in natural environments. Explore software for early literacy development in young children. Experience `hands-on¿ use of hardware (e.g., printer, scanner, and digital camera) and software. Review adaptations for special needs children (e.g., switch options and construction). Learn how to integrate the use of Augmentative of Adaptive Communication (AAC) systems across the curriculum and at home. Learn how to increase family participation and gain knowledge of how to use technology with their child.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 3 5 6 7 Areas of Alignment: , Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers, Pre-K STE Standards, Early English Language Development Standards | Thursday9/8/2015UMass Boston100 Morrissey Blvd.Boston, MA 2125 |
| Effective Supervision of Family Child Care EducatorsEEC Credits30 Credits | The professionals who visit and supervise family child care programs require skills such as communication, modeling, motivation, and organization in order to be successful. This training series will offer tools and strategies to home visitors to support, and encourage family child care providers through effective home visits. Participants will: * Describe the importance, challenges and rewards of the home visitor;
* Identify tools and strategies for managing time, keeping data, and maintaining professionalism and safety during home visits;
* Practice effective communication with family child care educators;
* Apply new learning to your job as a family child care home

QRIS Standards: 1A.3.3, 1A.4.3, 4A.2.4, 4A.4.3. 4A.4.4Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 4 7 8  | Tuesday9/15/2015ABCD Dorchester110 Claybourne StreetDorchester, MA 2124 |
| Child Growth and Development: ECE101 OECollege Course3 Credits | Students enrolled in this course will explore the theories and practices of growth and development for infants and young children, with an emphasis on significant and recent research, contemporary schools of thought, and theories of human development. Additional topics covered in this course include the influence of heredity and environment on child development, infant and child health care, socialization and sex role stereotyping. Fulfills requirement for EEC Teacher Certification. QRIS Standard: 1Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 2  | 9/21/2015Online |
| Embracing Diversity and English Language Development in your ProgramCEU Course1 Credits | Learn to implement improved practice and create a shift in policies and programmatic culture to embrace and support diverse learners, welcoming non-native English speaking families and enhancing ELD progress of students who are dual language learners. Equip yourself with knowledge about best practices from WIDA, the Massachusetts Curriculum Framworks (MA-CF) and Universal Design for Learning. This online course for administrators is interactive and engaging, providing experiential learning opportunities as well as interaction and reflection with classmates and the course instructor. Meets QRIS requirements for Curriculum Frameworks overview (FCC & OST) and supporting oral language (FCC), literacy (FCC & OST) development; understanding Diversity: working with children from diverse languages and cultures and second-language acquisition including teaching language & literacy skills in 3b.2.2 & 1a.3.5 (OST), 3a.2.4, 1a.3.2, 1a.4.2, 3a.4.4 (FCC); supervision of adults, strategies for working with adults, and overseeing program activities in standards 3a.2.3 and 3b.2.2 (OST)Language: EnglishAge Group(s): School AgeEEC Core Competency Area(s): 2 3 5 Areas of Alignment: EEC Regulations, Early English Language Development Standards | 10/1/2015 Online |
| Improving the Quality of Health Care Practices in Early Childhood Settings: Preventing the Spread of Infections.CEU Course0.5 Credits | In order to maintain healthy and safe learning evvironments for young children, staff in all early education and care settings need to adhere to recommended practicies for infection control, including managing infections diseases, caring for mildly ill children, personal hygiene, and diapering and toileting. Topics include an overvies of how infection is spread, measures to take to reduce the spread of infetion, and how to plan to adapt program practices and policies to meet the recommendations for preventing the spread of infection. New information on sanitizing and disinfecting solutions and resources for planning for infection control will be shared. 1 ) Course objectives include being able to identify ways infections are spread; describe the impact of infection and infectious diseases on children, families, and staff; discuss appropriate policies for care of mildly ill children in child care and exclusion and return to care practicies for children with illnesses in child care; identify esamples of factors involved in controlling the spread of infection; demonstrate the steps for proper hand washing techniques and when adults and children should wash their hands in an early childhood setting; explain proper diaper changing procedures in an early childhood setting; and classify the situations and procedures for cleaning, sanitizing or disinfecting in an early childhood setting, including use of products. 2) No pre-requisite. 3) This CEU aligns with Category 2: Health and Safety and the Environmental Rating Scales. QRIS Standards: 1, 2, 3Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 4 6 Areas of Alignment: EEC Regulations | Wednesday10/7/2015Braintree After School Enrichment426 Pond StreetBraintree, MA 2184 |
| Fomentando la Lectoescritura con AmorCEU Course0.5 Credits | El profesional de educaciontemprana establece muchas interacciones con los niños basados en los cuatro componentes de la lectoescritura: leer, escribir, escuchar y hablar. Este taller proporciona estrategias creativas y prácticas que son recomendadas para fomentar la lectoescritura emergente en los programas de educacion infantil, como ser, leer en voz alta a niños con un estilo interactivo; desarrollar la comprensión de los conceptos del lenguaje escrito; arreglar el ambiente del aula de modo que los niños tengan la oportunidad de relacionarse con libros y otros materiales impresos; y lograr que los niños participen en actividades que fomentan el desarrollo de sus habilidades fonológicas.The early childhood professional establishes many interactions with children that are based on the four components of Literacy: reading, writing, listening, and talking. Building Literacy with Love suggests loving and supportive ways educators and caregivers can foster children’s ability to become literate. This workshop provides creative and practical strategies that can be used to create a literacy-rich environment for the young learner in child care settings. QRIS StandardLanguage: SpanishAge Group(s): Infant, Toddler, PreschoolEEC Core Competency Area(s): 1 3 5 Areas of Alignment: , Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Saturday10/17/20159:30 AM - 3:30 PMRoslindale Community Center6 Cummins HwyBoston, MA 2131 |
| Child Development PS103College Course3 Credits | This survey course examines the cognitive, emotional, social, and physical development of children from birth to eight years of age. Child development theories as well as empirical research relating to each area of development will be discussed. Emphasis will be placed on the characteristics of healthy environments that promote optimal child development. A library component is included.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1  | Tuesday11/2/2015Fisher College118 Beacon StreetBoston, MA 2116 |
| Embracing Diversity and English Language Development Grades K-8CEU Course1 Credits | Learn to welcome, support, and enhance language and literacy skill development for all children and youth, and respond appropriately to the individualized needs of dual language learners. Learn about best practices from WIDA, the Massachusetts Curriculum Framworks (MA-CF) and Universal Design for Learning. This online course for educators is interactive and engaging, providing experiential learning opportunities as well as interaction and reflection with classmates and the course instructor. Meets QRIS requirements for Curriculum Frameworks overview (FCC & OST) and supporting oral language (FCC), literacy (FCC & OST) development; understanding Diversity: working with children from diverse languages and cultures and second-language acquisition including teaching language & literacy skills in 3b.2.2 & 1a.3.5 (OST), 3a.2.4, 1a.3.2, 1a.4.2, 3a.4.4 (FCC).Language: EnglishAge Group(s): School AgeEEC Core Competency Area(s): 1 2 3 4 5 6 Areas of Alignment: EEC Regulations, Early English Language Development Standards | 11/2/2015 Online |
| Engaging FamiliesCEU Course0.5 Credits | Educating children is a full-time collaboration between home and school. Mutual respect and understanding is essential to develop a strong trusting relationship among families and educators. This course will give participants ideas on how to communicate with families regarding things such as programming, child development, and how to access community resources based on that respect. An introduction to "Protective Factors" will also be included as well as techniques to gather input from staff and parents. Ways to use this information to improve current procedures and implement new strategies based on the "Strengthening Families Approach" will be stressed. 1) Objectives include being able to explain benefits of family-teacher partnerships; to identify and describe Family-Centered Care Principles; to describe methods and benefits of two-way communication between home and school; to develop guidelines for parent involvement in the classroom; to identify and incorporate into planning the Five Protective Factors. 2) No pre-requisite. 3) Participants will learn how to use the Strengthening Families tool, as required in QRIS Level 2.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 3 4 Areas of Alignment: EEC Regulations, Early Learning Guidlelines for Infants and Toddlers | Monday11/3/2015Henry Buckner School85 Bishop Allen DriveCambridge, MA 2140 |
| Business Expertise for Early EducatorsCEU Course1.5 Credits | A successful child care business, either profit or non-profit, means that you are able to serve more children and more families. This 15-hour course, approved for 1.5 CEUs by Mass AEYC, reviews the skills and knowledge needed to own, operate or manage a successful child care program for both group child care and family child care settings. The course is delivered through six 2 Y, hour sessions, either delivered as workshops or paired for three full day (5 hours, not including breaks) learning days. Each module includes learning in a lecture-type setting, small group, large group, personal reflection activities, a short assessment of the module's learning goals, and activities that build the reflection guide. At the conclusion of the course, each participant will have completed scoring their Program Administration Scale or Business Administration Scale program assessment, will have completed a detailed and full action plan on ways to improve that score, and will have finished the first draft of their program's Business Plan.Language: SpanishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 7 8  | 11/5/2015Nazareth Child Care Center19 St Joseph StreetJamaica Plain, MA 2130 |
| Children on the Autism Spectrum WebinarCEU Course0.5 Credits | With 1 in 88 children in the US being diagnosed with Autism Spectrum Disorders (Centers for Disease Control, 2012) it is increasingly important for child care providers to learn more about supporting children with autism. This session will provide you will detailed information including typical behaviors and interaction styles of a child with ASD and the challenges and stressors to the family with a child with ASD. You will take a look at adapting communication, environment, and interactions to support the inclusion of a child with ASD and you will receive a collection of resources for use in your child care program.Learning Objectives:* Describe characteristics of ASD including assessment methods and diagnosis of ASD;
* Discuss the early signs of ASD which may indicate a referral for further evaluation;
* List the health and safety issues of children with ASD and describe
* strategies and resources for families whose children have ASD;
* Identify the stages and goals of communication for a child with ASD;
* Explore types of alternative devices and types of communication that are commonly used with children with ASD;
* Identify strategies to meet the environmental challenges for children with ASD within an early education and care program;
* Identify adaptations to interactions to support children with ASD based on the learning and play styles of children with ASD.
* Modify learning activities to meet the learning needs of children with ASD;
* Describe the stressors and challenges for families of children with ASD and measures providers can take to support these families;
* Plan to use resources to support further learning about ASD and to share with families.

QRIS Alignment: Center-based - 3A.3.2 Family Child Care – 3A.3.3Language: English  | Thursday11/5/20156:30 AM - 9:00 AMOnline |
| Empowering Dual Language Learners in Your ProgramCEU Course0.5 Credits | Empowering Dual Language Learners provides information and practical guidance for educators on how to support DLLs (birth to 5) build confidence and advance their social-emotional development while acquiring a new language at an Early Childhood program. There are many myths regarding language acquisition and approaches to teaching diverse young children. The course focuses on manageable changes that educators can incorporate into their teaching practices to support DLLs and their families. This course in conducted in English QRIS standards: 1, 3,4Language: EnglishAge Group(s): Infant, Toddler, PreschoolEEC Core Competency Area(s): 1 2 3 5 7 Areas of Alignment: , Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers, Early English Language Development Standards | Saturday11/7/20159:30 AM - 3:30 PMNazareth Family Center19 St Joseph StreetJamaica Plain, MA 2130 |
| Infant and Toddler Mental Health Course for Early Childhood ProfessionalsCEU Course0.5 Credits | We all know how important it is to have an understanding in our work of healthy social and emotional development in young children. Each of the workshops will introduce participants to core principles of infant and toddler mental health. Understanding these principles helps to strengthen our work with infants, toddlers, their parents and other caregivers. These principles include:* typical social-emotional development and its connection to learning
* the importance of emerging capacities for self-regulation
* the importance of all relationships that interface with young children (e.g. parent-child, child-child, child-caregiver, parent-caregiver, parent/caregiver-administration)
* factors that contribute to risk and resiliency and why it's essential to consider ways to cultivate resiliency in young children and families

QRIS standards: 2, 4Language: EnglishAge Group(s): Infant, ToddlerEEC Core Competency Area(s): 1 2 3  | Saturday11/7/20158:30 AM - 12:00 AMQuincy COllege1250 Hancock StreetQuincy, MA 2169 |
| Supporting Dual Language Learners and Incorporating the WIDA StandardsCEU Course0.5 Credits | Course Description:A child’s approaches to learning begin to develop at birth. These approaches influence learning in all areas including language. Language is directly related to a individual’s identity and self-esteem (WIDA, 2014). Respecting and supporting a child’s home language is imperative to healthy development across domains. Yet, many child enter programs in which they need to adjust to a new social and linguistic situation in which English is the main spoken language. In this training, participants will learn about the importance of supporting a child’s home language and culture as well as stages of learning a second language. By exploring and using various strategies, including use of the WIDA Early Language Development Standards, participants will be able to provide a developmentally sound framework to support Dual Language Learners and their families in their program. Participant Outcomes: At the conclusion of this training, participants should be able to:1. Utilize their knowledge about dual language learners to provide a developmentally sound framework for learning and family support including:
2. Interacting with children and families in a respectful manner with consideration of the social-cultural context which may differ from that of the educator;
3. Assessing the needs of dual language learners and their families;
4. Integrating learning experiences and interactions that are responsive to the child’s current stage of learning a second language;
5. Provide program, classroom, and individual support for dual language learners and their families; and
6. Utilize the WIDA (E-ELD) standards and resources to determine environmental and curriculum strategies that support learning and engagement.

QRIS Alignment: Category 1: Curriculum and Learning Language: EnglishAge Group(s): Preschool EEC Core Competency Area(s): 2 Areas of Alignment: Early English Language Development Standards | 11/7/2015 Child Development and Education, Inc.100 Everett Ave # 15Chelsea, MA 2150 |
| Supervision of Children, Professional Ethics and Mandated ReportingCEU Course1 Credits | An in-depth review of Mandated Reporter requirements, child supervision and the newest information on how to keep everyone safe at your program.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 3 4 8  | Tuesday and Saturday11/14/20156:30 PM - 9:30 PM and 9:30 AM - 3:30 PMLaboure Center/Catholic Charities275 W BroadwaySouth Boston, MA 2111 |
| Intentional Play: Responding to Children’s DevelopmentCEU Course0.5 Credits | Play is critical in supporting a child’s healthy growth and development. While interacting with children during play, educators can facilitate and reinforce specific skill development. This course will provide guidance on intentional practices educators scaffold children’s learning through play.Learning Objectives:* To summarize the benefits and importance of child’s play and its connection to development and learning across the domain areas
* To identify individual differences when children play
* To define several strategies that create a responsive environment and promote ways to scaffold learning through play
* To practice planning an intentional activity and apply this to my work with children

 QRIS Alignment: Category 1 (Curriculum and Learning) Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 2 5 6  | 12/1/2015Distance Learning |
| Creating Inspiring Environments for Young ChildrenCEU Course0.5 Credits | Creating Inspiring Environments for Young Children (this is brand new) Aesthetically pleasing early childhood environments benefit children, educators, and families. Creating this special environment requires more than adding “things” to the space, it involves considering your space, the function of the space, and the needs and interests of those that are in that space[1]. In this training, participants will consider what they already have in their classroom or program and how to enrich this space using the Seven Principles of Design[2] as a guide. We will explore inspiring spaces, the Seven Principles of Design, and cultivating inspiring children’s spaces. Bring your creativity, an open mind, and ideas to share! Coure Outcomes:* Reflect upon what inspires you
* Ask the children about their hopes and dreams
* Use the educator’s and children’s ideas to generate ideas for enhancing the early childhood environment to be more “inspiring”
* Use the Seven Principles of Design as a guide for creating an inspiring early childhood environment

QRIS Alignments: Category 1 (Curriculum, Learning Assessment – Level 2 – formal PD in curriculum) and Category 2 (Safe, Healthy Indoor & Outdoor Environments – Level 4 – stimulating indoor and outdoor environments)Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 5  | 12/5/2015West Roxbury1208A VFW ParkwayWest Roxbury, MA 2132 |
| Developing a STEM-Empowered ProgramCEU Course1 Credits | Course material will be dealt with through lecture/discussions, workshops, observations, and field work and should enable the student to: observe and record children's behavior; describe stages children go through in the major areas of growth and discuss appropriate methods of guiding behavior at each stage; discuss major developmental and learning theories; defend the value of play and design play experiences to enhance growth at each developmental stage. QRIS standards: 1, 3,4Language: EnglishAge Group(s): School AgeEEC Core Competency Area(s): 4 5 8Areas of Alignment: EEC Regulations | 1/6/2016Online |
| EEC Preschool Learning Standards and GuidelinesCEU Course1.5 Credits | This course is designed to provide early childhood education professionals with the knowledge and skills to teach each content area according to the preschool learning guidelines, or state standards. This modules as part of the course on the preschool learning experiences will explain each part of the standard and give examples of how to teach the standard within an integrated curriculum. Through presentations, online resources, readings, and assignments students will gain knowledge of the componenets of each area: mathematics, English language arts, science and techonlogy/engineering, the arts, and health education, and history and social science. The last module will cover the content of the Early Childhood Program Standards and how to incorporate those standards into daily practice. 1) Course objectives include being able to explain each of the standards and describe ways to teach it to preschool aged children, design lesson plans and units to teach various academic and social skills across the preschool day, identify individual learning experiences related to a specific content area in a classroom, video, or lesson plan, and teach the guidelines in a classroom and evaluate their lessons for effectiveness. 2) No prerequisite 3) Required for administrators and family child care provider at levels 2 and 3.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 2 3 5 6 7 8Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences , Pre-K STE Standards, Early English Language Development Standards | 1/12/2016 Online |
| Curriculum for the Preschool Child: EDU 105 01College Course3 Credits | This 15-hour course is split into 9 different learning modules, 8 for both group child care participants and family child care participants, and one that is specific only to family child care participants. Each module includes learning in a lecture-type setting, small group, large group, and personal reflection activities, a short assessment of the module’s learning goals, and activities that build the reflection guide. When the course is complete, each participant will have completed scoring their Program Administration Scale or Business Administration Scale program assessment, have completed a detailed and full action plan on ways to improve that score, and will have the first draft of their program’s Business Plan. QRIS standards: 3, 5Module 1: Child Care as a Business This module will introduce the full training and detail the final products participants will be left with after successful completion of the training. Participants will identify their program type and determine which learning tracks will be most applicable to them. The module will conclude with an introduction to the PAS and the BAS and a walk through of the sections, scoring information and how it connects to a program’s QRIS score. Learning Goals- Participants will: Understand the course goals • Understand how the PAS/BAS connects to their program’s QRIS score Module 2 Being an Effective Leader Leadership roles include managing and inspiring a workforce but also leading and managing a successful business. This module will introduce qualities of great leaders historically and some tips and tricks for traits of good business leaders. Learning Goals- Participants will: Understand the program administrator’s qualifications as it affects the QRIS, PAS, and BAS score • Paraphrase the first 3 habits • Apply how these habits will enhance business practices Module 3: Personnel This module will cover basics of being an employer including human resource items to note and personnel cost management. It will also look at the provider planning for retirement and helping the program staff plan as well. Learning Goals- Participants will: apply labor law knowledge to an assessment of your program’s policies ; appraise your program’s personnel policies, costs and employer strength; Critique your program’s staff orientation, development and training options; evaluate your own program’s work environment; and Describe high quality personnel policies and show their use for goal setting. Module 4: Fiscal Management To fund a child care business, a program receives income from one or several sources, such as parent fees, state reimbursements, and the CACFP food program. It also pays out expenses, such as personnel wages and benefits, food, and supplies. When expenses are deducted from income, the result is Net Income (which can be either a profit or loss). Tallying income and expenses in a financial statement allows you to take stock of the profit or loss for the month, quarter, and/or year. Using worksheets for income and expense categories, participants will learn how to organize their records and finances to create tentative budgets and create sound financial practices. They will also be introduced to how to file taxes for a business and what records are needed to file properly. If you are the owner of your business, this learning will help you keep your finances in order to make spending more efficient and maximize cash flow. If you are a staff in someone else’s business (or part of a larger organization), this information will help you see how expenses link to your income and will help you competently manage the financial operation of your program. Learning Goals- Participants will: identify reasons for good financial practice; outline the categories of business income and expenses and list the possibilities of claiming personal expenses for business use; compare fiscal management and bookkeeping systems for child care programs; define the concepts of gross income, net income, profit and loss; and develop a beginning budget for your next business year and explore alternative possibilities Module 5: Program Planning and Evaluation An important part of maintaining a strong business is careful program planning and regular evaluation to assess strengths and weaknesses. We’ve already looked at organizing financial information into a system to provide quick and accurate access to vital fiscal data. Now, let’s look at gathering and analyzing information from multiple data sources provides a clearer picture of the overall health of your business. This module will explore the concept of the Balanced Scorecard as a tool to utilize this information to assess your business and guide strategic decision making. Learning Goals- Participants will: demonstrate the value of program planning and evaluation to business health; differentiate the multiple sources of data available for their own program; define the four perspectives of the Balanced Scorecard; evaluate the health of your childcare business through a Balanced Scorecard exercise; and prioritize new emergency policies and procedures relating to risk management plans Module 6: Internal Marketing: Parent/Provider Communication Marketing usually refers to attracting new customers to your program. Module 7 we will look at techniques to market to increase your reach. However, we’re first going to look at the ways that you are marketing to your current stakeholders- the customers you already have and your staff. Effective communication with your internal stakeholders is an essential element of a healthy program. Providing multiple modes of communication to keep current customers connected and informed strengthens existing relationships. This module will introduce the concept of Touch Points and discuss strategies to strengthen family-provider partnerships through communication and uses of community partnerships to build organizational capacity. Learning Goals- After participating in this session, participants will be able to: discuss the concept of Touch Points; map your own family Touch Points; conclude types of partnerships with potential to strengthen an organization; choose available technology resources for communication and marketing; and generate potential community partnerships Module 8: External Marketing In a constantly changing economic landscape it is necessary to market effectively to bring in new customers to fill the spaces programs will have available. This module will share techniques to evaluate your program’s strengths, weaknesses, opportunities and threats with the intention of communicating the qualities of your program to new potential customers. Learning Goals- After participating in this session, participants will be able to: list the key considerations to make when considering a new marketing strategy; create your program’s Unique Selling Point; examine your program’s current and potential promotional tools; contrast examples of social media as marketing tools Module 9: Your Business Plan QRIS Alignment: Category 5: Leadership, Management, and AdminstrationLanguage: EnglishAge Group(s): PreschoolEEC Core Competency Area(s): 1 2 4 5  | 1/20/2016 Quincy College1250 Hancock StreetQuincy, MA 2169 |
| Development and Characteristics of All Young Learners Including Those with Special Needs: ECHD 611College Course3 Credits | Learn to implement improved practice and create a shift in policies and programmatic culture to embrace and support diverse learners, welcoming non-native English speaking families and enhancing ELD progress of students who are dual language learners. Equip yourself with knowledge about best practices from WIDA, the Massachusetts Curriculum Framworks (MA-CF) and Universal Design for Learning. This online course for administrators is interactive and engaging, providing experiential learning opportunities as well as interaction and reflection with classmates and the course instructor. Meets QRIS requirements for Curriculum Frameworks overview (FCC & OST) and supporting oral language (FCC), literacy (FCC & OST) development; understanding Diversity: working with children from diverse languages and cultures and second-language acquisition including teaching language & literacy skills in 3b.2.2 & 1a.3.5 (OST), 3a.2.4, 1a.3.2, 1a.4.2, 3a.4.4 (FCC); supervision of adults, strategies for working with adults, and overseeing program activities in standards 3a.2.3 and 3b.2.2 (OST)Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 2 Areas of Alignment: , Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers, Pre-K STE Standards | 1/25/2016 UMass Boston100 Morrissey Blvd.Boston, MA 2125 |
| Early Intervention: Curriculum, Methods, and Services: ECHD 466College Course3 Credits | The course covers curriculum and Intervention in Early childhood services including topics/discussions of 1) what is meant by curriculum framework for young children; 2) elements of a curriculum framework for early intervention; 3) overview and comparison of various early intervention curricular models and approaches; 4) current issues and trends related to early intervention curriculum; and 5) strategies for creating effective learning ecologies for diverse groups of young children with special needs. The course also prepares personnel with the skills necessary to be effective members of interdisciplinary teams that operate from a developmental framework and that incorporate a family-guided approach to early intervention service delivery. 15 hours of clinical experience. QRIS standards: 2, 4Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 2 3 4  | Tuesday1/25/20167:00:00 AM - 9:45 AMUMass Boston100 Morrissey Blvd.Dorchester, MA 2125 |
| Observando, Anotando y Evaluando: ECE 105College Course3 Credits | El curso prepara a los estudiantes a observar niños en una variedad de entornos educativos y evaluarlos en las destrezas psicosociales, cognitivas y físicas .Los estudiantes desarrollarán las destrezas necesarias para examinar el rol del maestro en el entorno del salón de clases, el currículo y la organización que determinará el comportamiento y desarrollo del niño./ This course prepares students to observe children in a variety of school settings and to assess children’s social, emotional, physical and intellectual skills. Students will acquire the skills to examine the roles of teachers, environments, classrooms, curricula and organizations in influencing child behavior and development. This course will be customized to meet the specific needs of infant-toddler and/ or preschool settings.Prerequisite: ECE 103 or ECE 104- Infant and Toddler Development or Child Growth and Development QRIS standards: 3,4Prerequisito: ECE 103 or ECE 104- Infantes y Desarrollo de Párvulos o Desarrollo y Crecimiento del Niño.Language: SpanishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 5 6 7  | Monday1/25/2016Urban College178 Tremont StreetBoston, MA 2111 |
| Technology for all Young Children: ECHD 430College Course3 Credits | Examine the learning outcomes, instructional methods and materials used for instructional technology: Early Childhood to Second Grade (PreK-2). Learn how to apply the principles of Universal Design for Learning (UDL) to curriculum, instruction, and assessment to support all children in natural environments. Explore software for early literacy development in young children. Experience `hands-on¿ use of hardware (e.g., printer, scanner, and digital camera) and software. Review adaptations for special needs children (e.g., switch options and construction). Learn how to integrate the use of Augmentative of Adaptive Communication (AAC) systems across the curriculum and at home. Learn how to increase family participation and gain knowledge of how to use technology with their child.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 3 5 7 Areas of Alignment: , Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers, Pre-K STE Standards, Early English Language Development Standards | Tuesday1/25/2016UMass Boston100 Morrissey Blvd.Boston, MA 2125 |
| Observing, Recording and Assessing: ECE 105College Course3 Credits | This course prepares students to observe children in a variety of school settings and to assess children’s social, emotional, physical and intellectual skills. Students will acquire the skills to examine the roles of teachers, environments, classrooms, curricula and organizations in influencing child behavior and development. This course will be customized to meet the specific needs of infant-toddler and/ or preschool settings. Prerequisite: ECE 103 or ECE 104- Infant and Toddler Development or Child Growth and Development QRIS standards: 3,4Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 2 5 6 7  | Thursday1/26/2016Urban College178 Tremont StreetBoston, MA 2111 |
| Special Education for Children: ECE 110College Course3 Credits | This course examines the psychosocial, cognitive and physical characteristics that determine the exceptional child. Particular attention is directed toward the curricular and classroom modifications necessary to accommodate the particular needs of the exceptional child. QRIS standards: 2, 4 Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 2 3 5 7  | 1/26/2016Urban College178 Tremont StreetBoston, MA 2111 |
| Bridges to STEM Learning for Grades K-8CEU Course1 Credits | Learn to support STEM skill development through active, engaging, and fun approaches to STEM, while aligning to the Massachusetts Curriculum Frameworks (MA-CF) and engaging best practices such as Universal Design for Learning (UDL) and Thematic Curriculum and Project-Based Learning. This online course for educators is interactive and engaging, providing experiential learning opportunities as well as interaction and reflection with classmates and the course instructor. Meets QRIS requirements for Curriculum Frameworks overview (FCC & OST) and supporting mathematics (OST) development.Language: EnglishAge Group(s): School AgeEEC Core Competency Area(s): 2 5 Areas of Alignment: EEC Regulations | 2/1/2016Online |
| Directors' Collaborative: Leadership, Management, and Professionalism in ActionCEU Course0.5 Credits | In this course students will look at the relationship of physical space, time, curriculum and instruction in creating the positive and effective learning environments for young children, birth to age 12. Introducing practical principles and techniques for providing developmentally appropriate guidance for all children, emphasis is placed on encouraging self-esteem, cultural awareness, effective communication skills, direct/indirect techniques/strategies and observation to understand the underlying causes of behavior. Upon completion, students will demonstrate appropriate interactions with children and families and promote conflict resolution, self-control, self-motivation, and self-esteem in children. QRIS standards: 2, 3Language: EnglishAge Group(s): Infant, Toddler, PreschoolEEC Core Competency Area(s): 8Areas of Alignment: EEC Regulations  | 2/1/2016Cohasset High School143 Pond StreetCohasset, MA 2025 |
| Children Under Stress- WebinarCEU Course0.5 Credits | Researchers from the University of Michigan identified that stress in children ranks in the top five child health concerns (C.S. Mott Children’s Hospital 2010). Some stress is both normal and in fact healthy, as it gives us opportunities for growth, such as fear of the dark and finding strategies to manage that fear. Stress in moderation supports the learning process, however, when stress causes imbalance in a child’s life, it can have life- long negative consequences. Children react in many different ways to stress. In this course, we will identify some of the causes of extreme stress in children, such as grief, illness, poverty, abuse, witnessing violence, and other traumas. Participants will review different strategies to help young children cope with chronic stress.Objectives: Participants will be able to:1. Distinguish the difference between healthy and harmful stress in children
2. Examine the typical signs and symptoms of stress in young children
3. Discuss coping strategies for helping children manage the negative outcomes from unhealthy stress
4. Identify resources to support educators who work with children under stress

QRIS Standards FCC QRIS: 3A.2.4 and 4A.2.5 (SF Protective Factors); Center-based QRIS: 3A.2.4 and 4A.2.1 (SF Protective Factors); After-School QRIS: 4 A.2.4 (SF Protective Factors)Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 2 5  | Tuesday2/8/2016Online |
| Core Competencies CourseCEU Course1.5 Credits | Las Competencias Básicas de MA están destinadas a ser utilizadas en diversos programas de educación infantil, incluyendo centros de cuidado de niños, programas fuera del horario escolar, hogares de cuidado y educación infantil familiar, preescolares públicos, escuelas privadas, Kindergarten, y Head Start. Cada una de las 8 Áreas de Competencias Básicas tiene su propia sección la cual describe los conocimientos y habilidades que un educador de educación infantil y/o de un programa fuera del horario escolar, debe ser capaz de demostrar en su trabajo con niños, familias y colegas. QRIS standards: 1, 2, & 3Language: SpanishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 2 3 4 5 6 7 8Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | Saturday2/17/20169:30 AM - 3:30 PMOnline |
| Accommodating, Adapting and Assessing: Meeting the Special Needs of Diverse LearnersCEU Course0.5 Credits | Each day you arrive at work in an early childhood setting, you are tasked with many challenges. The primary task of the day is how to best facilitate learning for all the children in your care. This series will help you move from making accommodations for individual children to making adaptations to meet the needs of many children. Adapting the curriculum involves providing learners with a variety of ways to process information, demonstrate skill development and help you as an educator understand how each learner learns effectively. 1) Objectives include being ableidentify EEC's regulation on required trainin hours in the area of diverse learners; summarize EEC's definition of "diverse learners; demonstrate awareness of the mandates and the rights of individuals to be educated to their greatest potential; demonstrate the ability to begin to assess a child in the daily routine of events; select and make adaptations to the environment and curriculum as determined by observations; embed a number of instructional strategies into classroom teaching to enhance learning; make informed decisions using the recommended procedure to be taqken when a referral has been determined to be necessary; and list strategies to work effectively witha child presenting a concern. 2) No pre-requisite. 3) Educators need professional development on assessment and diverse learners.Language: EnglishAge Group(s): Infant, Toddler, PreschoolEEC Core Competency Area(s): 5 6 Areas of Alignment: EEC Regulations, Early English Language Development Standards | Tuesday3/1/20166:30 PM - 9:00 PMCatholic Charities270 Washington StreetSomerville, MA 2143 |
| Understanding Children with Special Needs and their FamiliesCEU Course0.5 Credits | An increasing number of children with special needs are entering early education and care programs. In order to support these children and their families, it is imperative to learn about the child’s needs and those of his/her family, and the educational and therapeutic services s/he typically receives. The content of this course provides an introduction to supporting children with special needs through video viewing, hands-on activities, discussion, and resources. Learning Objectives:1. Describe various types of special needs or disabilities including their characteristics and manifestations;
2. List the ways that including children with special needs impacts early education and care programs, including adaptations to materials, activities, and interactions;
3. Describe the impact to a family of having a child with significant special needs;
4. Use resources for including children with disabilities in early education and care programs

QRIS Standard: Category 3: Workforce Qualifications and Professional DevelopmentLanguage: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 2 3  | Saturday3/5/20169:30 AM - 3:30 PMQCAP/Community Cares For Kids1509 Hancock Street 3rd FloorQuincy, MA 2169 |
| Working with Children with Special Diets Allergies and Specialized Feeding IssuesCEU Course0.5 Credits | Food allergies affect 1 in 13 children in the United States; with young children being affected the most . Food allergies, food sensitivities and other feeding issues are an increasing concern for early education and care programs. Participants will be introduced to the health and safety needs of children with special dietary needs and ways to support these children and collaborate with families and health professionals. Participants will begin to develop their own individual health care plan for children with special diets, allergies, and specialized feeding issues in their program. Participants will:* Compare and contrast the symptoms and characteristics of food allergies and food intolerances;
* Identify basic health and safety needs of children with specialized feeding issues;
* Assess their programs’ readiness to adapt menus, implement individualized health care plans, and plan emergency procedures to prevent life-threatening allergic reactions.
* Describe ways to team with families and health professionals to meet the needs of children with food allergies and specialized feeding issues;
* Use resources and strategies to plan to support children with specialized feeding issues and their families.

QRIS Standard 2a.3.3 (FCC) Center; 2a.3.2 (Center and After-School)Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 4 6  | 3/7/2016Quincy Afterschool Childcare, Inc180 Old Colony AveQuincy, MA 2170 |
| Children on the Austism SpectrumCEU Course0.5 Credits | With 1 in 68 children in the US being diagnosed with Autism Spectrum Disorders (Centers for Disease Control, 2014) it is increasingly important for child care providers to learn more about supporting children with autism. This session will provide participants with detailed information including typical behaviors and interaction styles of a child with ASD and the challenges and stressors to the family with a child with ASD. Participants will examine examples of adaptations to communication, environment, and interactions to support the inclusion of a child with ASD and will receive a collection of resources for use in your early childhood program.Objectivies: 1. Describe characteristics of ASD including assessment methods and diagnosis of ASD;
2. Identify the early signs of ASD which may indicate a referral for further evaluation;
3. List the health and safety issues of children with ASD and describe strategies and resources for families whose children have ASD;
4. Identify the stages and goals of communication for a child with ASD;
5. Plan to use alternative devices and types of communication that are commonly used with children with ASD;
6. Identify strategies to meet the environmental challenges for children with ASD within an early education and care program;
7. Identify potential adaptations to interactions to support children with ASD based on the learning and play styles of children with ASD.
8. Modify learning activities to meet the learning needs of children with ASD;
9. Describe and recognize the stressors and challenges for families of children with ASD and measures providers can take to support these families; and
10. Plan to use resources to support further learning about ASD and to share with families.

QRIS Standard: QRIS Alignment: FCC: 3A.2.4; Center: 3B.2.4; OST: 1A.3.2 & 3A.4.2Learning Objectives:1. Recognize, describe, and discuss the characteristics, etiology, and current treatments of various early childhood disorders (such as Down syndrome, Autism, Attention Deficit Hyperactivity Disorder, etc.).
2. Recognize various categories of disabilities, associated service needs and appropriate language to use in speaking about people with disabilities.
3. Construct preschool activities and make curricular adaptations that will foster development in young children with delays in social-emotional skills, motor skills, communication skills, and cognitive skills in inclusive classrooms.
4. Evaluate the critical role that families play in the care and education of children with disabilities.
5. Write a factual research paper which is essentially descriptive in its presentation of material and brings together current and reliable information in order to define and describe an area of knowledge about a specific disorder

Prerequisite/Co-requisite: PS103 Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 2 6  | Saturday3/12/20169:30 AM - 3:30 PMJack n Jill Child Care39 Station StreetQuincy, MA 2169 |
| Children with Special Needs: ED205College Course3 Credits | This course is an introduction to the field of early childhood intervention in the education of children with special needs. Helping strategies through understandings of child development, specific special needs, and the adaptation of curricula and environments to these needs will be studied.Language: EnglishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 2 3 4 5 7 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences | Wednesday3/14/20166:30 AM - 9:00 AMFisher College118 Beacon StreetBoston, MA 2116 |
| Growing Up WILD: Exploring Nature with Young ChildrenCEU Course0.5 Credits | This is an early childhood education program offered in collaboration with Mass Wildlife that builds on children's sense of wonder about nature and invites them to explore wildlife and the world around them. Through a wide range of activities and experiences, it provides a foundation for developing positive impressions about nature while also building lifelong social and cognitive skills. Both indoor and outdoor class time will be explored during training. 1.) Course objectives include being able to connect to the natural world through hands-on activities; to develop a better appreciation, comfort and awareness of the natural world; to encourage the use of local natural resources while spending time outdoors with children; to make connections to STEM, Head Start Domains, NAEYC Standards; to recognize the difference between wild animals and pets or other domesticated animals; to identify developmentally appropriate methods of connecting young children to nature; to make materials applicable to GUW activities and to use the book, Growing Up WILD: Exploring Nature with Young Children to implement a variety of activities across all areas of curriculum. 2) No pre-requisite. 3) All educators at levels 2, 3 and 4 need professional development in curriculum.Language: EnglishAge Group(s): Toddler, Preschool, School AgeEEC Core Competency Area(s): 5 Areas of Alignment: EEC Regulations, Guidelines for Preschool Learning Experiences, , Pre-K STE Standards, Early English Language Development Standards | Saturday4/9/201612:00 AM - 12:00 AMMilton Hospital199 Reedsdale RoadMilton, MA 2186 |
| Supporting Dual Language Learners and Incorporating the WIDA StandardsCEU Course0.5 Credits | A child’s approaches to learning begin to develop at birth. These approaches influence learning in all areas including language. Language is directly related to a individual’s identity and self-esteem (WIDA, 2014). Respecting and supporting a child’s home language is imperative to healthy development across domains. Yet, many child enter programs in which they need to adjust to a new social and linguistic situation in which English is the main spoken language. In this training, participants will learn about the importance of supporting a child’s home language and culture as well as stages of learning a second language. By exploring and using various strategies, including use of the WIDA Early Language Development Standards, participants will be able to provide a developmentally sound framework to support Dual Language Learners and their families in their program. Participant Outcomes: At the conclusion of this training, participants should be able to:1. Utilize their knowledge about dual language learners to provide a developmentally sound framework for learning and family support including:
2. Interacting with children and families in a respectful manner with consideration of the social-cultural context which may differ from that of the educator;
3. Assessing the needs of dual language learners and their families;
4. Integrating learning experiences and interactions that are responsive to the child’s current stage of learning a second language;
5. Provide program, classroom, and individual support for dual language learners and their families; and
6. Utilize the WIDA (E-ELD) standards and resources to determine environmental and curriculum strategies that support learning and engagement.

QRIS Alignment: Category 1: Curriculum and Learning Language: EnglishAge Group(s): PreschoolEEC Core Competency Area(s): 2 Areas of Alignment: Early English Language Development Standards | 5/16/2016Grove Hall Child Development Center1295 Blue Hill AveMattapan, MA 2126 |
| Reduciendo Comportamientos Desafiantes: Utilizando Sistemas de Apoyo para Fomentar Comportamientos Positivos CEU Course0.5 Credits | This introductory course focuses on the principles of early childhood education and early intervention including on facilities, staff, goals, and methodology of various programs such as child care, Head Start, and nursery school. Traditional and contemporary issues in early childhood education and early intervention approaches will be considered, and emphasis will be placed on meeting the needs of all children within the family culture. QRIS standards: 3, 5Language: SpanishAge Group(s): PreschoolEEC Core Competency Area(s): 2 5 7 Areas of Alignment: Guidelines for Preschool Learning Experiences, Early Learning Guidlelines for Infants and Toddlers | 6/4/2016Chelsea Police Station19 Park StreetChelsea, MA 2150 |
| Cultural Aspects of Families and Children: SOC 202College Course3 Credits | This course is designed to provide early childhood education professionals with the knowledge and skills to teach each content area according to the preschool learning guidelines, or state standards. This modules as part of the course on the preschool learning experiences will explain each part of the standard and give examples of how to teach the standard within an integrated curriculum. Through presentations, online resources, readings, and assignments students will gain knowledge of the componenets of each area: mathematics, English language arts, science and techonlogy/engineering, the arts, and health education, and history and social science. The last module will cover the content of the Early Childhood Program Standards and how to incorporate those standards into daily practice. 1) Course objectives include being able to explain each of the standards and describe ways to teach it to preschool aged children, design lesson plans and units to teach various academic and social skills across the preschool day, identify individual learning experiences related to a specific content area in a classroom, video, or lesson plan, and teach the guidelines in a classroom and evaluate their lessons for effectiveness. 2) No prerequisite 3) Required for administrators and family child care provider at levels 2 and 3. QRIS standards: 1,2Language: SpanishAge Group(s): Infant, Toddler, Preschool, School AgeEEC Core Competency Area(s): 1 2 3  |  TBDUrban College178 Tremont StreetBoston, MA 2111 |

# Additional Resources:

EEC Professional Qualification Certification: Educators working in a large group child care program as a Teacher, Lead Teacher or Director must meet EEC's qualifications as specified in EEC Regulation[*606 CMR 7.09(18) Additional Requirements for large Group and School Age Child Care Programs Serving Children Younger Than School Age*](http://www.mass.gov/edu/birth-grade-12/early-education-and-care/licensing/licensing-resources-for-group-and-school-age-child-care-programs/licensing-regulations-for-group-and-school-age-child-care.html)*.* For information on applying for EEC Professional Qualification Certification please contact EEC's main number at 617.988.6600 or email: [eecprofdev@massmail.state.ma.us](eecprofdev%40massmail.state.ma.us).

The Early Childhood Educators (ECE) Scholarship began in 2005. This is an annual scholarship available to early education and out of school time educators pursuing an Associate's or Bachelor's degree in early childhood education while working in an EEC licensed or license-exempt program. Applications for the scholarship are available on or around April 1st with a deadline of June 1st. Applicants must also complete a Free Application for Federal Student Aid (FAFSA). For more information on the ECE Scholarship please visit the Office of Student Financial Assistance website, <www.mass.edu/osfa>.

EEC formally began developing a Quality Rating and Improvement System during the spring of 2008. Twenty other states have implemented QRIS over the past decade and many more states are in the development process. For additional information on EEC's Quality Rating and Improvement System please email: EECQRIS@massmail.state.ma.us or contact the Program Quality Specialist in your region.

* Region 1: Western MA: Diane Wiles, 413.881.1547 or [Diane.Wiles@MassMail.state.ma.us](Diane.Wiles%40MassMail.state.ma.us%20%20)
* Region 2: Central MA: Amy Whitehead-Pleaux,508.461.1446 or Amy.Whitehead-Pleaux@MassMail.State.ma.us
* Region 3: Northeast MA: Jody Dominguez,978.826.1336 or Jody.Dominguez@MassMail.state.ma.us
* Region 5: Southeast MA: To Be Announced
* Region 6: Metro Boston: To Be Announced