

# Professional Development Opportunities

# 2012-2013



The Institute for Education and Professional Development

Professional  
Development  
for Early  
Childhood and  
School-Age  
Educators



**NEW: QRIS Training and Support  
on each of the Assessment Tools:  
Environmental Rating Scale,  
Arnett, Strengthening Families,  
Business Administration Scale,  
and Program Administration  
Scale**

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**WE CAN COME TO YOU**



- Infant and Toddler
- Preschool
- School age
- Mixed age
- Special needs

# The Institute for Education and Professional Development Catalogue

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*IEPD is able to custom design a course or training to meet the needs of your program or group. Any of our trainings can be translated and offered in Spanish. Also, many can be offered via webinar, online, or through a distance learning (through the mail) format. Please contact us to discuss professional development opportunities and mentoring services we can offer and adaptations you may need.*

## MISSION STATEMENT

The mission of the Institute for Education and Professional Development is to work collaboratively with educators to improve the quality of education and care offered to children and families.

To achieve this mission, we design and offer high quality adult learning opportunities based upon current research and recognized best practices in the field.



# IEPD Catalogue 2011

## Core Competency Area 1: Understanding the Growth and Development of Children and Youth

Target audience	Title	Training description	Hours/ CEUs
<ul style="list-style-type: none"> <li>• Infant and toddler educators</li> <li>• Family child care and center based</li> </ul> <p>Initial, mid, and advanced levels QRIS category 1, level 2</p>	<p>Developmentally Appropriate Activities for Children Under Two</p>	<p>The early years of life form the foundation for lifelong learning. It is important to understand how children develop in order to support their self-concept and learning. Topics will include infant and toddler development, understanding temperament and how it impacts curriculum planning, and activities that support development. Curriculum will be linked to the Massachusetts Early Learning Guidelines for Infants and Toddlers.</p>	<p>2.5 EEC hours or .5 CEU</p> <p style="color: #0070C0;"><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• Infant ,toddler, and preschool educators</li> <li>• Family child care and center based</li> </ul> <p>Initial, mid, and advanced levels QRIS category 1, level 2</p>	<p>Supporting Dual Language Learners</p> <p style="color: #0070C0;"><b>Available in Spanish</b></p>	<p>Children from homes in which English is not the native language need to adjust to a new social and linguistic situation when they start attending a program where English is the main spoken language. Supporting English Language Learners will broaden your understanding of English language acquisition and help you provide an effective learning environment for ELLs and their families.</p>	<p>5 EEC hours</p> <p>.5 CEU</p> <p style="color: #0070C0;"><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• Infant, toddler, and preschool educators</li> <li>• Family child care and center based</li> </ul> <p>Initial and mid levels QRIS category 1, level 2</p>	<p>Intentional Play: Responding to Children’s Development</p>	<p>Play is critical in supporting a child’s healthy growth and development. While interacting with children during play, you can facilitate and reinforce specific skill development. This course will provide guidance on intentional practices as you scaffold children’s learning through play.</p>	<p>5 EEC hours</p> <p>.5 CEU</p> <p style="color: #0070C0;"><b>Distance learning</b></p>
<ul style="list-style-type: none"> <li>• Educators who work or will work with children who have special needs in their programs.</li> <li>• Family child care and center based</li> </ul> <p>Initial and mid levels QRIS category 1, level 2</p>	<p>Understanding Children with Special Needs and Their Families</p>	<p>A greater 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 individual child including the child’s needs and those of his/her family, as well as the educational and therapeutic services s/he typically receives. This offers an introduction to supporting children with special needs. Videos, hands-on activities, and resources will be part of this session.</p>	<p>5 EEC hours</p> <p>.5 CEU</p> <p style="color: #0070C0;"><b>Face to face</b></p>



<ul style="list-style-type: none"> <li>• Infant, toddler, preschool, and young school age educators</li> <li>• Family child care and center based</li> </ul> <p>Initial level QRIS category 1, level 1</p>	<p>An Introduction to Child Growth and Development: Infancy through Age 8.</p> <p><b>Available in Spanish</b></p>	<p>In order to provide appropriate early experiences for young children, it is important to have a working knowledge of developmental milestones. Using developmental milestones as a guide, you will design learning experiences that support growth and development. Knowledge of milestones and resources to planning will be supported with observation of individual children, the Creative Curriculum Learning Games, the MA Early Learning Guidelines for Infants and Toddlers and Preschool, and the MA Department of Early Education and Care Regulations.</p>	<p>10 EEC hours 1.0 CEUs</p> <p><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• Center-based (I/T or Preschool)</li> <li>• Family Child Care, supervisors</li> </ul> <p>Initial and mid-levels QRIS all categories, all levels</p>	<p>Ten Things Every Child Needs</p>	<p>Research shows that early brain development can be drastically affected by providing ten essential needs to young children. Participants will view the film “Ten Things Every Child Needs,” (produced by WTTW Chicago for the Robert T. McCormick Foundation) and engage in discussions and activities about how to apply these essential components into their own programs.</p>	<p>2.5 EEC hours</p> <p><b>Face to face</b></p>



## Core Competency Area 2: Guiding and Interacting with Children and Youth

Target audience	Title	Training description	Hours/ CEUs
<ul style="list-style-type: none"> <li>• Preschool educators</li> <li>• Family child care and center based</li> </ul> <p>Initial, mid, and advanced levels QRIS category 1, level 2</p>	Tools for Teaching Social Emotional Competence before entering Kindergarten	Children need a strong foundation of social and emotional competency to be successful in school. Research from The Center for Social and Emotional Foundations for Early Learning (CSEFEL) will be shared as well as hands-on techniques and activities to help children develop social and emotional competence.	2 EEC hours  <b>Face to face</b>
<ul style="list-style-type: none"> <li>• Infant and toddler educators</li> <li>• Family child care and center based</li> </ul> <p>Initial and mid levels QRIS category 1, level 2</p>	Bonding and Attachment in Child Care Settings	In order for infants and toddlers to develop and grow into healthy adults they need to have strong attachments to their caregivers. We will identify how to create reciprocal and responsive relationships that are critical to healthy social and emotional development. Guidelines for quality interactions that create a climate of trust in infant and toddler settings will be explored.	2.5 EEC hours  <b>Face to face</b>
<ul style="list-style-type: none"> <li>• Infant and toddler educators</li> <li>• Family Child care and center based</li> </ul> <p>Initial, mid, and advanced levels QRIS category 1, level 2</p>	Supporting Infants and Toddlers in Responsive Environments  <b>Available in Spanish</b>	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. Learn strategies to provide a responsive environment in all settings that offer infant and toddler care. Reflect on who you are as an educator and be inspired to establish responsive relationships with the children and families you serve.	5 EEC hours  .5 CEUs  <b>Face to face</b>
<ul style="list-style-type: none"> <li>• Toddler educators</li> <li>• Family child care and center based</li> </ul> <p>Initial and mid levels QRIS category 1, level 2</p>	Terrific Toddlers: Building Self Esteem While Guiding Challenging Behaviors	Do you need to find new and creative strategies to guide the challenging behaviors of toddlers in your care? Join us as we explore positive approaches to handling the “normal yet difficult” behaviors that some toddlers exhibit. You will gain many techniques to incorporate into your program as we explore toddler development and educator responses that create safe and trusting learning environments.	2.5 EEC hours  <b>Face to face</b>



<ul style="list-style-type: none"> <li>• Infant, toddler, preschool, and young school age educators</li> <li>• Family child care and center based</li> </ul> <p>Initial and mid-levels QRIS category 1, level 2</p>	Foundations for Promoting Positive Behavior	Challenging behavior can be a result of a need for social and emotional skill development. Explore the importance of providing positive relationships and an environment with activities that promote social and emotional skill development. Learn and practice techniques that promote positive behavior and long lasting life skills.	5 EEC hours .5 CEU <b>Face to face</b>
<ul style="list-style-type: none"> <li>• Family child care</li> </ul> <p>Initial level QRIS category 1, level 1</p>	Foundations of Family Child Care: Child Guidance	This introduction of best practices and techniques for building positive relationships and promoting positive behavior is ideal for new family child care educators. Information will be shared on EEC's recommendations for responding to challenging behavior.	5 EEC hours <b>Face to face</b>
<ul style="list-style-type: none"> <li>• all audiences</li> </ul> <p>QRIS Level 1-4</p>	Children on the Autism Spectrum	With 1 in 110 children in the US being diagnosed with Autism Spectrum Disorders (Centers for Disease Control, 2011) it is increasingly important educators to learn more about supporting children with autism. We will provide you 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. 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 program.	10 EEC hours 1.0 CEUs <b>Face to face</b>
<ul style="list-style-type: none"> <li>• Special needs educators- all age groups</li> <li>• Family child care and center based</li> </ul> <p>Mid and advanced levels QRIS category 1, level s 2 and 3</p>	Including Children with Special Needs in Your Child Care Program	Gain information, tools, techniques, and knowledge on adapting your early education and care program to include children with special needs. Divided into three 4-hour modules, this training will provide you with an overview of children with special needs and their challenges, methods for adapting your program for children with special needs, and strategies for management.	15 EEC hours 1.5 CEUs <b>Distance learning</b>



<ul style="list-style-type: none"> <li>• Infant, toddler, and preschool educators</li> <li>• Family child care and center based</li> </ul> <p>Initial, mid, advanced levels QRIS category 1, levels 2 and 3</p>	<p>Foundations of the CSEFEL Pyramid Model</p>	<p>The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) have developed The Pyramid Model to help support social and emotional competence in young children. This course combines elements from The CSEFEL Infant/Toddler and Preschool Modules into a single course which will improve educators' knowledge and competence in the area of young children's social-emotional and behavioral development and needs. Topics include the importance of positive relationships to social emotional development, ways that children communicate their needs, designing and assessment supportive environments, developing social and emotional competence, and creating a plan for a child with persistent challenging behavior. Taught in six 2-hour modules, this course includes homework assignments for a total of 15 hours of professional development.</p>	<p>15 EEC hours</p> <p>1.5 CEUs</p> <p><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• Infant, toddler, preschool, and young school age educators</li> <li>• Family child care and center based</li> </ul> <p>Initial and mid levels QRIS category 1, level 2</p>	<p>Interacting with Children to Promote Learning</p>	<p>Research in recent years has shown that nearly every aspect of early human development is affected by relationships. Learn what you can do through your daily interactions with children and with other educators to promote children's development and well-being. Techniques and best practices will be shared to enhance interactions and help children with difficult interactions and problem solving.</p>	<p>5 EEC hours</p> <p>.5 CEUs</p> <p><b>Face to face</b></p>



**Core Competency Area 3: Partnering with Families and Communities**

<b>Target audience</b>	<b>Title</b>	<b>Training description</b>	<b>Hours/ CEUs</b>
<ul style="list-style-type: none"> <li>• Special needs educators- all age groups</li> <li>• Family child care and center based</li> </ul> <p>Mid and advance levels QRIS category 3, level 2</p>	Working with Families of Children with Special Needs	Effective family engagement with a family who has a child with special needs can be challenging. Gain insight into their perspective, including understanding responses to your concerns, offering effective communication, supporting families as they seek and receive services, and reassuring families about their child’s strengths.	<p>2 EEC hours</p> <p><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• Preschool educators</li> <li>• Family child care and center based</li> </ul> <p>Initial, mid, and advanced levels QRIS category 3, level 2</p>	Moving On: Helping Children and Families Transition to Kindergarten	Change is often difficult for children, including “moving on” to Kindergarten. Discover and share ideas for learning activities and program plans to assist children entering Kindergarten and their families as they transition to public schools. Useful handouts will be shared to help you plan for kindergarten transitions.	<p>2 EEC hours</p> <p><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• Preschool educators</li> <li>• Family child care and center based</li> </ul> <p>Initial, mid, and advanced levels QRIS category 3, level 2</p>	Transitions	Transitions happen when there is a change from one activity to the next in the program day, when children enter or leave a program for the very first time, or move on to kindergarten. By planning for transitions, you can help children and families adjust to change and support the continuity of care and services they receive. Join us as we design transition procedures for children and their families. Ideas for making all types of transitions smooth and stress-free will be shared, including adapting transition plans for diverse learners.	<p>5 EEC hours</p> <p>.5 CEU</p> <p><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• Infant, toddler, preschool educators</li> <li>• Family child care and center based</li> </ul> <p>Initial, mid, advanced levels QRIS category 3, level 2</p>	Embracing Culture in Early Childhood Settings	Participants will gain a broader perspective of cultural diversity and how it impacts experiences, beliefs, values, and practices. They will recall and share experiences as they develop new strategies to work with families and children in culturally responsive ways.	<p>5 EEC hours</p> <p>.5 CEU</p> <p><b>Face to face</b></p>



<ul style="list-style-type: none"> <li>• ALL</li> </ul> <p>Initial, mid, advanced levels QRIS category 4, level 2, 3 and 4</p>	<p>Creating Productive Relationships with Families</p>	<p>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.</p>	<p>10 EEC hours</p> <p>1.0 CEU</p> <p><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• Special needs educators- all age groups</li> <li>• Family child care and center based</li> </ul> <p>Mid and advanced levels QRIS category 3, levels 2, 3</p>	<p>Including Children Birth to Five with Disabilities and their Families in Early Education and Care Settings (Special Quest)</p>	<p>This course is a comprehensive approach to including children birth to five with disabilities and their families in early education and care settings. Participants are encouraged to examine the beliefs and attitudes that influence and affect adults and children in inclusive settings. This course provides strategies and tools to help families and educators implement high-quality inclusive services. The importance of developing positive relationships with families to support collaboration, including families from diverse cultures, is emphasized. Educators will examine the readiness of their own programs for inclusion, including a checklist for inclusion planning and practical strategies for modifying curriculum, interactions, and the environment. The steps and skills required for effective teaming with other community programs and agencies is examined. Course materials will include reflections on current practice, an overview of current laws regarding inclusion, strategies for effective communication with families, methods for modifying existing programs for inclusion, program practice checklists, and comprehensive resources.</p>	<p>40 EEC hours</p> <p>4.0 CEUs</p> <p><b>Distance learning</b></p>



### Core Competency Area 4: Health, Safety and Nutrition

Target audience	Title	Training description	Hours/ CEUs
<ul style="list-style-type: none"> <li>• Preschool educators</li> <li>• Family child care and center based</li> </ul> <p>Initial and mid levels QRIS category 2, level 2</p>	<p>Literacy Development through Movement</p>	<p>Integrating movement with language and literacy learning is not only fun, it's the natural and healthy way that children learn. This interactive workshop will give you the background on why children need to move, and some great strategies for helping your children develop language and literacy skills through movement and active play.</p>	<p>2 EEC hours</p> <p style="color: #00728f;"><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• Center based</li> <li>• Family Child Care</li> </ul> <p>Initial, mid, and levels level 1, 2, 3</p>	<p>Safe Learning Environments for Young Children</p> <p style="color: #00728f;"><b>Available in Spanish</b></p>	<p>Early care and education educators must provide a safe environment for children in order to prevent and reduce injuries. These safety measures include being attentive and possessing the skills and knowledge to prevent injuries and to handle emergency accidents and injuries when they occur. Module 1 will stress the importance of safety as an essential component and the first step in providing quality child care. Not only must the educator ensure the early education and care environment is safe, s/he must practice safety at all times and teach children safe practices on an ongoing basis.</p>	<p>5 EEC hours</p> <p>.5 CEU</p> <p style="color: #00728f;"><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• Family child care and center based</li> </ul> <p>Initial, mid, and levels level 1, 2, 3</p>	<p>Healthy Learning Environments</p> <p style="color: #00728f;"><b>Available in Spanish</b></p>	<p>During this training, participants will share strategies designed to promote health and wellness in their program. Learning activities will involves exploring implementing healthy habits in the early education and care environment. Topic areas will include general hygiene practices, health maintenance habits, diapering/toileting, healthy meals and snacks, and rest time practices. Throughout the module, participants will discuss involving families in promoting healthy habits at home and at the program.</p>	<p>5 EEC hours</p> <p>.5 CEU</p> <p style="color: #00728f;"><b>Face to face</b></p>



<ul style="list-style-type: none"> <li>• Toddler and preschool educators</li> <li>• Family child care and center based</li> </ul> <p>Initial and mid levels QRIS category 2, level 2</p>	<p>Practical Ways to Promote Learning through Active Play</p> <p><b>Available in Spanish</b></p>	<p>The EEC requirements states that we provide 60 minutes of physical activity every day. This interactive training explores why and how to meet this requirement indoors, outdoors and in practical ways that are not costly and do not involve videos or DVD's. It explores how to design a safe and appropriate movement learning environment, as well as how active learning can promote and interrelate with all of the ways young children develop.</p>	<p>5 EEC hours</p> <p>.5 CEUs</p> <p><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• Family child care and center based</li> </ul> <p>Initial and mid levels QRIS category 4, level 2</p>	<p>Creating Environments for learning</p>	<p>An environment for learning includes the physical space and interactions that occur within that space. In this training, learners will participate in activities related to interactions, routines, space development, and learning activities. Participants will reflect upon current practice and develop an Action Plan for quality improvements.</p>	<p>5 EEC hours</p> <p>.5 CEU</p> <p><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• Family child care and center based</li> </ul> <p>Initial and mid levels level 1, 2 3</p>	<p>Nutrition and Young Children</p>	<p>The training is designed to educate providers on children's nutrition based upon USDA guidelines. This interactive training will involve assessing nutritional habits and considering strategies to promote healthy eating in young children. The training will include resources to involve parents/guardians to support recommended nutrition practices at home.</p>	<p>2.5 EEC hours</p>



## Core Competency Area 5: Learning Environments and Curriculum

Target audience	Title	Training description	Hours/ CEUs
<ul style="list-style-type: none"> <li>• Preschool educators</li> <li>• Family child care and center based</li> </ul> <p>Initial and mid levels QRIS category 1, level 2</p>	Cooking with Children	Cooking with children offers an open ended activity for children of any age, including multi-age groups. Discover what children learn through cooking in each developmental domain. Find out what equipment you can provide for each age level and how to plan for a safe, fun, and successful cooking activity. Explore online resources for recipes and cooking activities.	2 EEC hours  <b>Face to face</b>
<ul style="list-style-type: none"> <li>• Toddler, preschool, young school age educators</li> <li>• Family child care and center based</li> </ul> <p>Initial and mid levels QRIS category 1, level 2</p>	Enhancing Learning Experiences through Art	Art is an important part of your program. Expand your appreciation for art as a developmentally appropriate activity that can offer children skill development in a wide variety of areas. Share your ideas and learn new ideas about materials and art media that can inspire and engage children. Reflect on how your observation and response to children and their art can influence and enhance their learning.	2 EEC hours  <b>Face to face</b>
<ul style="list-style-type: none"> <li>• Family Child care providers</li> </ul> <p>Initial and mid level QRIS category 2, level 2</p>	Designing Your Family Child Care Environment: Many Right Ways	Environments set the stage for quality care and education. During this training we will incorporate the video “Many Right Ways” into a discussion that supports the unique aspects of each provider and their program. Providers enrolled in NAFCC Self-Study as well as new and experienced family child care providers will find this training useful.	2 EEC hours  <b>Face to face</b>
<ul style="list-style-type: none"> <li>• Preschool educators</li> <li>• Family child care and center based</li> </ul> <p>Initial and mid levels QRIS category 1, level 2</p>	Enhancing Learning Experiences through Dramatic Play	Children learn and explore by pretending about their world and the people in it. Learn how you can enhance dramatic play at every age. Share ideas for providing dramatic play spaces in your program, including creating your own prop boxes. Explore how your interactions with children can enhance their learning experiences.	2 EEC hours  <b>Face to face</b>



<ul style="list-style-type: none"> <li>• Preschool educators</li> <li>• Family child care and center based</li> </ul> <p>Initial and mid levels QRIS category 1, level 2</p>	<p>Designing Child-Centered Curriculum</p>	<p>Quality early education and care includes learning experiences that reflects children’s ages, developmental level, and interests. Participants will be guided through the design and use of developmentally appropriate curriculum. Topics include planning open ended activities, following children’s interests, using knowledge about the children to plan curriculum, and working with multi-aged groups.</p>	<p>2 or 5 EEC hours .5 CEU <b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• School age educators</li> <li>• Family child care and center based</li> </ul> <p>Initial and mid levels QRIS category 1, level 2</p>	<p>Using a Child-Centered Approach in Out of School Time Programs</p>	<p>This training will focus on the importance of helping children build confidence in their abilities using a child centered approach. By aligning programming with children’s interests, strengths, and challenges, educators will support each child’s cognitive and social-emotional development. This training will provide guidance on aligning the program mission and the educator’s goals using this model and incorporating strategies in planning.</p>	<p>2 EEC hours <b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• Infant, toddler, and preschool educators</li> <li>• Family child care and center based</li> </ul> <p>Initial, mid, and advanced levels QRIS category 1, level 1</p>	<p>Implementing EEC's Regulations Part I: Developmentally Appropriate Curriculum</p>	<p>Examine the EEC regulation pertaining to curriculum and identify its impact to your program and policies. You will determine if a learning activity is developmentally appropriate; investigate strategies for planning for individual needs within your program and in a multi-age setting; define curriculum domains as listed in EEC regulations; and identify resources to support you.</p>	<p>2.5 EEC hours <b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• Infant, toddler, and preschool educators</li> <li>• Family child care and center based</li> </ul> <p>Initial, mid, advanced levels QRIS category 1, level 2</p>	<p>Implementing EEC's Regulations Part II: Transitions</p>	<p>Examine the EEC regulation pertaining to progress reports and identify the impact to your program and policies. You will be able to create a child’s progress report; describe ways to document growth in each developmental domain; discuss effective practices for sharing progress reports with families; and review ways to use progress report information to plan curriculum and make program changes.</p>	<p>2.5 EEC hours <b>Face to face</b></p>



<ul style="list-style-type: none"> <li>• Infant, toddler, and preschool educators</li> <li>• Family child care and center based</li> </ul> <p>Initial and mid levels QRIS category 1, level 2</p>	<p>Supporting Literacy through Nature</p>	<p>Literacy development begins at birth. Educators and families can support literacy development through everyday interactions with themselves and nature. In this training, participants share rich and engaging experiences that build children’s vocabulary and understanding of the world around them.</p>	<p>2.5 EEC hours</p> <p><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• Infant and toddler educators</li> <li>• Family child care and center based</li> </ul> <p>Initial, mid, advanced levels QRIS category 1, level 2</p>	<p>From Rocking to Reading: Literacy in Infant and Toddler Settings</p>	<p>There are numerous benefits to reading to infants and toddlers. Some of these benefits include bonding, social/emotional development, and language development. The stages of literacy development will be identified and the importance of reading to infant and toddlers will be explored. Participants will learn how to identify indicators of good books for this age group.</p>	<p>2.5 EEC hours</p> <p><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• Preschool educators</li> <li>• Family child care and center based</li> </ul> <p>Initial and mid levels QRIS category 1, level 2</p>	<p>Math, It’s Child’s Play</p>	<p>Early math learning is fun and engaging! Experience activities that support all five math content areas as you glimpse at young children’s learning paths. Investigate a math rich learning environment and gain teaching support strategies.</p>	<p>2.5 EEC hours</p> <p><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• Preschool educators</li> <li>• Family child care and center based</li> </ul> <p>Initial and mid levels QRIS category 1, level 2</p>	<p>Using the Massachusetts Guidelines for Preschool Learning Experiences to inform your curriculum</p>	<p>The Massachusetts Guidelines for Preschool Learning Experiences reflect the Department of Early Education and Care’s commitment to quality. Join us as we look at the principles and structure of the guidelines, conduct observations and review scenarios to explore the guidelines that support children’s interests, skills, and experiences.</p>	<p>2.5 EEC hours</p> <p><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• School age educators</li> <li>• Family child care and center based</li> </ul> <p>Initial and mid levels QRIS category 1, level 2</p>	<p>Taking Math Learning Outdoors</p> <p><b>Available in Spanish</b></p>	<p>Mathematical concepts can be reinforced through active learning experiences. This interactive training explores why and how to incorporate math concepts through outdoor play. Participants will use multiple strategies to support diverse school age learners incorporating materials the educator may already have.</p>	<p>2.5 EEC hours</p> <p><b>Face to face</b></p>



<ul style="list-style-type: none"> <li>• Preschool, Infant and toddler, and school age educators</li> <li>• Family child care and center based</li> </ul> <p>Initial, mid, and advanced levels QRIS category 1, level 2 and 3</p>	<p>Observe, Reflect, Respond: Making Connections</p>	<p>Documenting observations and making assessment decisions is only a part of the ongoing cycle of assessment and curriculum. Planning to assess and assessing to plan are important links to make as they pave the way for teachers to create experiences that are challenging but not frustrating. Participants will use their experience and skills in completing the Teaching Strategies GOLD to reflect and respond by informing their curriculum. We will review four components of intentional planning: purposeful, meaningful, setting and strategies and then have opportunity to practice making the connections.</p>	<p>3 EEC hours</p> <p><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• School age educators</li> <li>• Family child care and center based</li> </ul> <p>Initial and mid levels QRIS category 1, level 2</p>	<p>Interactive Math Experiences in Out of School Time Settings</p>	<p>Young children are natural learners who learn best through interacting with others and materials. This training is designed to support developing children’s mathematical understanding and extend school day learning through hands on experiences founded on the Guiding Principles and the MA Mathematics Frameworks.</p>	<p>5 EEC hours</p> <p>.5 CEU</p> <p><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• School age educators</li> <li>• Family child care and center based</li> </ul> <p>Initial and mid levels QRIS category 1, level 2</p>	<p>Quality Enhancements for School – Age Child Care Programs or Supporting Learning in OST Programs</p>	<p>This training will focus on the importance of developing confidence, academic achievement and self-esteem in school-age children enrolled in family child care settings. Guidance and assistance will be provided for participants in social-emotional development, homework support, guiding children’s behavior, and competency in English language skills.</p>	<p>5 EEC Hours</p> <p>.5 CEU</p> <p><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• Infant and toddler educators</li> <li>• Family child care and preschool educators</li> </ul> <p>Initial and mid levels QRIS category 1, level 2</p>	<p>Using the Early Learning Guidelines for Infants and Toddlers</p>	<p>The first three years of life are a time of rapid brain development and learning. Knowledge of how to support learning and put this into practice is critically important for infants and toddlers to reach their optimal potential. Join us as we look at the foundational elements of infant and toddler care by exploring The Early Learning Guidelines for Infants and Toddlers. Activities will include an exploration of brain development, relationships, and learning activities designed to support learning for infants and toddlers by using the ELG.</p>	<p>15 EEC hours</p> <p>1.5 CEUs</p> <p><b>Distance learning</b></p>



<ul style="list-style-type: none"> <li>• Infant, Toddler and Preschool educators</li> <li>• Family child care and center based</li> </ul> <p>Initial and mid levels QRIS category 1, levels 1, 2</p>	Developmentally Appropriate Practice in Early Education and Care Settings	Enrich your program’s curriculum, strategies, and communication style to support children through developmentally appropriate practices. Materials include readings and videos from NAEYC’s Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, Third Edition.	5 EEC hours .5 CEU <b>Face to face</b>
<ul style="list-style-type: none"> <li>• Preschool educators</li> <li>• Center based</li> </ul> <p>Initial and mid levels QRIS category 1, level 2</p>	Foundations of Creative Curriculum for Preschool	Find out how Creative Curriculum® for Preschool can help you be an intentional teacher. You will discover if your fundamental vision and philosophy aligns with the structure and principles of Creative Curriculum. We will explore the five components of Creative Curriculum and how to use them to put quality into action.	5 EEC hours .5 CEU <b>Face to face</b>
<ul style="list-style-type: none"> <li>• Family child care and center based</li> </ul> <p>Initial and mid levels QRIS category 1, level 2</p>	Foundations of Creative Curriculum for Family Child Care	Find out how Creative Curriculum® for Family Child Care can help you be intentional. You will discover if your fundamental vision and philosophy aligns with the structure and principles of Creative Curriculum. We will explore the five components of Creative Curriculum and how to use them to put quality into action in your family child care program.	5 EEC hours .5 CEU <b>Face to face</b>
<ul style="list-style-type: none"> <li>• Infant and Toddler educators</li> <li>• Center based</li> </ul> <p>Initial and mid levels QRIS category 1, level 2</p>	Foundations of Creative Curriculum for Infants, Toddlers, and Twos	Find out how Creative Curriculum® for Infant, Toddlers, and Twos can help you. You will discover if your vision and philosophy aligns with the structure and principles of Creative Curriculum. We will explore the five components of Creative Curriculum and how to use them to put quality into action with your infants and toddlers.	5 EEC hours .5 CEU <b>Face to face</b>
<ul style="list-style-type: none"> <li>• Preschool educators</li> <li>• Center based and family child care</li> </ul> <p>Mid and advanced levels QRIS category 1, level 3</p>	Integrating Language and Literacy across Learning Domains	Early language and literacy development are the foundation for communicating, reading, and learning across each developmental domain. A rich vocabulary has been determined to be a predictor of later reading ability. These skills emerge within the context of the children’s experience both at home and within the early education setting. Join us as we develop strategies to integrate language and literacy learning experiences within multiple domains and content areas.	5 EEC hours .5 CEU <b>Face to face</b>



<ul style="list-style-type: none"> <li>• Preschool educators</li> <li>• Center based and family child care</li> </ul> <p>Mid and advanced levels QRIS category 1, levels 2,3</p>	<p>Intentional Teaching: Mathematics</p>	<p>Early math learning is fun and engaging! Experience activities that support all five math content areas and math standards as you glimpse at young children’s learning paths. Investigate a math rich learning environment and gain teaching support strategies. Enjoy integrating mathematics into all learning areas throughout the day. View and create some math take home packs.</p>	<p>5 EEC hours .5 CEU <b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• Preschool educators</li> <li>• Center based and family child care</li> </ul> <p>Initial and mid levels QRIS category 1, level 2</p>	<p>Introduction to Literacy Learning</p>	<p>Join us as we journey into the world of literacy learning. Reflect upon current research that supports literacy learning from birth to school age. Examine the seven components of literacy learning in terms of environment, teaching strategies, and activities.</p>	<p>5 EEC hours .5 CEU <b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• Preschool educators</li> <li>• Center based and family child care</li> </ul> <p>Initial and mid levels QRIS category 1, level 2</p>	<p>Planting the Seeds of Science</p>	<p>Young children are natural scientists inclined to be curious, explore, ask questions, and develop their own theories about how the world works. Discover how to build your curriculum to enhance inquiry and investigation skills as children experience earth and space sciences, life sciences, the physical sciences, and technology/engineering. You will analyze your materials and practice adding support strategies to engage and challenge the children in your care.</p>	<p>5 EEC hours .5 CEU <b>Face to face</b></p>



**Core Competency Area 6: Observation, Assessment, and Documentation**

Target audience	Title	Training description	Hours/CEUs
<ul style="list-style-type: none"> <li>School age educators</li> <li>Family child care and center based</li> </ul> <p>Initial and mid levels QRIS category 1, level 1</p>	<p>Writing Progress Reports for School Age Children in Out-of-School Settings</p>	<p>EEC has implemented regulations requiring written progress reports for all children. This regulation will be examined and it's implication for school aged and out of school programs will be discussed, including gathering information, documenting observations of the child, summarizing the child's progress and goals, and tips for sharing the progress report with the family. Sample progress reports will be shared.</p>	<p>2.5 EEC hours</p> <p><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>Infant, toddler and preschool educators</li> <li>Center based and family child care</li> </ul> <p>Mid and advanced levels QRIS category 1, level 2, 3</p>	<p>Portfolios and Work Samples</p> <p><b>Available in Spanish</b></p>	<p>Explore how to collect and compile the components of a portfolio assessment system, including observations, developmental checklists, work samples, and parent input. Techniques for collection and using each component will be investigated.</p>	<p>2.5 EEC hours</p> <p><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>Infant, toddler, and preschool educators</li> <li>Family child care and center based</li> </ul> <p>Initial, mid, and advanced levels QRIS category 1, level 1</p>	<p>Implementing EEC's Regulations Part III: Progress Reports</p>	<p>Examine the EEC regulation pertaining to progress reports and identify its impact to your program and policies. You will examine ways to document growth in each developmental domain and effective ways to use that information. Join us as we take a look at resources to help you implement the licensing regulations pertaining to progress reports</p>	<p>2.5 EEC hours</p> <p><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>Infant, toddler and preschool educators</li> <li>Center based and family child care</li> </ul> <p>Mid and advanced levels QRIS category 1, level 2</p>	<p>The ASQ-SE: Screening for Social and Emotional Development</p>	<p>The Ages &amp; Stages Questionnaires: Social-Emotional® (ASQ: SE) is a questionnaire designed to be completed by parents and/or early childhood professionals. It addresses the emotional and social competence of young children and is used for making a referral for a diagnostic evaluation and to monitor social and emotional development The ASQ:SE will be introduced including interview and scoring procedures, interpretation of results, and making referral decisions. You will have the opportunity to complete two case studies, one on an infant, and one on a toddler.</p>	<p>3 EEC hours</p> <p><b>Face to face</b></p>



<ul style="list-style-type: none"> <li>• Infant, toddler and preschool educators</li> <li>• Family child care and center based</li> </ul> <p>Initial, mid, and advanced levels QRIS category 1, level 2, 3</p>	<p>Using the Ages and Stages Questionnaire (ASQ®) in Your Program</p> <p><b>Available in Spanish</b></p>	<p>The Ages and Stages Questionnaire (ASQ) is a 30-item questionnaire which parents and/or educators complete at designated intervals. ASQ assesses children in their natural environments across five key developmental areas. Results are used to quickly determine a child’s progress in each area as well as alert professionals and parents about areas of concern. Our focus will be on completion of the questionnaires for specific age groups, strategies on how to complete the questionnaire with children, interpreting results, and encouraging family involvement.</p>	<p>5 EEC hours .5 CEU</p> <p><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• Infant, toddler and preschool educators</li> <li>• Center based and family child care</li> </ul> <p>Initial and mid levels QRIS category 1, level 1</p>	<p>Authentic Assessment in Child care Settings: Fulfilling EEC Requirements for Progress Reports</p>	<p>Explore the process of developing a progress report for use in early education and care programs. Information and discussions will include using developmental checklists and work sample portfolios, designing a progress report using these materials, and including the family in the process of assessment.</p>	<p>5 EEC hours .5 CEU</p> <p><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• Infant, toddler and preschool educators</li> <li>• Center based and family child care</li> </ul> <p>Initial and mid levels QRIS category 1, level 2</p>	<p>Introduction to Teaching Strategies GOLD</p> <p><b>Available in Spanish</b></p>	<p>Teaching Strategies introduced their new GOLD assessment system in 2010 and we can introduce it to you. Join us as we explore how to conduct objective observations and document children’s learning guided by the objectives for development and learning contained in the GOLD assessment system. We will work with the cycle of assessment, the GOLD assessment tools, and tools to help with family collaboration.</p>	<p>5 EEC hours .5 CEU</p> <p><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• Infant, toddler and preschool educators</li> <li>• Center based and family child care</li> </ul> <p>Mid and advance levels category 1, level 2</p>	<p>Observe, Respond, Reflect: Making Connections</p>	<p>Documenting observations and making assessment decisions is only a part of the ongoing cycle of assessment and curriculum. Planning to assess and assessing to plan are important links to make as they pave the way for teachers to create experiences that are challenging but not frustrating. Participants will use their experience and skills in completing the Teaching Strategies GOLD to reflect and respond by informing their curriculum. We will review four components of intentional planning: purposeful, meaningful, setting and strategies and then have opportunity to practice making the connections.</p>	<p>3 EEC hours</p> <p><b>Face to face</b></p>



<ul style="list-style-type: none"><li>• Special education</li><li>• Center based and family child care</li></ul> <p>Mid and advanced levels QRIS category 1, level 2, 3</p>	Assessment of Children with Special Needs	Participants will learn how to support children in early education and care programs that have been identified with special needs. The training will provide information on how to apply assessment results to further support these children, including collaboration with other professionals and the family.	2.5 EEC hours <b>Face to face</b>
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## Core Competency Area 7: Program Planning and Development

Target audience	Title	Training description	Hours/ CEUs
<ul style="list-style-type: none"> <li>• Preschool educators</li> <li>• Center based and family child care</li> </ul> <p>Mid and advanced levels QRIS category 4, level 2</p>	<p>Helping Children and Families Transition to Kindergarten</p> <p><b>Available in Spanish</b></p>	<p>Transitions can be challenging and require program planning and structure. Explore developing learning activities and program plans to assist children entering Kindergarten and their families as they transition to public schools. Strategies for successful transition to Kindergarten will be shared. You will create plans for you and your program to use as you help children and families with this important transition.</p>	<p>2.5 EEC hours</p> <p><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• Special education</li> <li>• Center based and family child care</li> </ul> <p>Initial and mid levels QRIS category 4, level 2</p>	<p>Adapting for Differences: Including Children with Special Needs In Your Child Care Program</p>	<p>Children with special needs can present challenges to educators. With planning and flexibility, adaptations can be made to the child care setting, curriculum and teaching style to accommodate the unique needs of each child. The implications of ADA will be addressed as well as other considerations when welcoming children with special needs into your program.</p>	<p>2.5 EEC hours</p> <p><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• Infant, toddler, and preschool educators</li> <li>• Family child care and center based</li> </ul> <p>Mid and advance levels QRIS category 4, level 2,3</p>	<p>Designing Family Surveys</p>	<p>Find out how your program is meeting the needs of families and how you can improve your program's outreach to families. Review the components of survey design, investigate nationally used tools and other survey resources, and design a family survey for families using family child care programs.</p>	<p>2.5 EEC hours</p> <p><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• Special Education</li> <li>• Family child care and center based</li> </ul> <p>Initial, mid and advance levels QRIS category 4, levels 1, 2</p>	<p>Implementing EEC's Regulations Part IV: Children with Special Needs</p>	<p>Examine the EEC regulation pertaining to including children with special needs and identify the impact to your program and policies. You will discuss the Americans with Disabilities Act and its implications to family child care; describe the importance and benefits of including children with special needs into your program; explore possible adaptations to the physical environment, curriculum, and teaching style when including a child with special needs; and identify resources to help you implement the new licensing requirements pertaining to including children with special needs.</p>	<p>2.5 EEC hours</p> <p><b>Face to face</b></p>



<ul style="list-style-type: none"> <li>Family child care only</li> </ul> <p>Initial and mid-levels. QRIS Category 2 Level 1</p>	<p>Family Child Care Orientation Module 1</p> <p><b>Available in Spanish</b></p>	<p>This orientation is for people who wish to become a Family Child Care Provider or a Certified Assistant. If you are becoming a Family Child Care Provider, you must attend a Potential Provider Meeting prior to this course. If you are attending this Orientation to become a Certified Assistant, you do not need to attend a Potential Provider Meeting. We will discuss how to prepare and maintain a safe and healthy child care environment; how to establish and maintain the records, policies and procedures necessary for licensing; and the various factors that must be considered when supervising young children.</p>	<p>5 EEC hours</p> <p>.5 CEU</p> <p><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>Family child care only</li> </ul> <p>Initial and mid-levels QRIS all categories Level 1</p>	<p>Family Child Care Orientation Module 2</p> <p><b>Available in Spanish</b></p>	<p>This module is designed to follow the first module of Family Child Care Orientation. It is recommended for all newly licensed family child care educators, to be completed within six months of receiving your license. It may also be beneficial for experienced family child care educators who would like further clarification regarding licensing requirements. Participants will become familiar with The Department of Early Education and Care's regulations on curriculum, progress reports, interactions with children, and the professionalism necessary to build strong, positive relationships with families and communities.</p>	<p>5 EEC hours</p> <p>.5 CEU</p> <p><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>Infant ,toddler, and preschool educators</li> <li>Family child care and center based</li> </ul> <p>Initial, mid, and advanced levels QRIS category 1, level 2</p>	<p>Planning Programs for Young Children Using the Family Child Care Environment Rating Scale (FCCERS) and the Arnett Caregiver Interaction Scale</p>	<p>The Family Child Care Environment Rating Scale (FCCERS) and the Arnett Caregiver Interaction Scale are highly respected tools for self-evaluation and inspection. They have been tested for validity and reliability. These scales help to foster richer environments in which young children can flourish. In this training, participants will review the elements of the scales, practice completing them including scoring, and engage in an exploration of strategies for continuous program improvements. Use of these tools in this manner serves to help educators plan programs that improve the environment and increase sensitive interactions with children.</p>	<p>5 EEC hours</p> <p>.5 CEU</p> <p><b>Face to face</b></p>



<ul style="list-style-type: none"><li>• Infant ,toddler, and preschool educators</li><li>• Family child care and center based</li></ul> <p>Initial, mid, and advanced levels QRIS category 1, level 2</p>	<p>Using the Business Administration Scale (BAS) and Developing a Business Plan</p>	<p>Part one of the training will focus on using the Business Administration Scale as a tool for family child care educators to assess the professional and business practices of his/her program. In this training, participants will review the elements of the Business Administration Scale, practice completing the assessment including scoring, and explore strategies for program improvements. The second part of this training explores how to develop a business plan. Family child care educators will have opportunities to articulate features and benefits of their business, begin developing a marketing plan, and learn how to draft other sections such as a record keeping plan, business policies, and an operating budget.</p>	<p>5 EEC hours .5 CEU <b>Face to face</b></p>
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<ul style="list-style-type: none"> <li>• Infant, toddler, and preschool educators</li> <li>• Family child care and center based</li> </ul> <p>Initial, mid, and advanced levels QRIS category 4, levels 1, 2</p>	<p>Quality Rating Improvement System (QRIS) Training Series</p>	<p>This training series will offer educators and supervisors the opportunity to select and participate in at least 5 hours of professional development that transfers to practice, thereby improving their ability to provide quality programs and services to young children and their families. Training is focused on the QRIS and aligned with the duties of educators and supervisors in the field of EEC. Participants will be offered tools and strategies to identify their current QRIS level, and develop action plans to advance in the field. The training series topics include:</p> <ol style="list-style-type: none"> <li>1. Overview of the Quality Rating Improvement System- 2.5 hours</li> <li>2. MA Core Competencies and Planning Your Professional Development (IPDP)- 2.5 hours</li> <li>3. Overview of the Environmental Rating Scale- 2.5 hours</li> <li>4. Introduction to the Business/Program Administration Scale- 2.5 hours</li> <li>5. Teaching and Promoting Protective Factors: An Effective Strategy in Supporting Families- 2.5 hours</li> <li>6. Arnett Care Giving Interaction Scale: Interacting with Children to Promote Learning- 2.5 hours</li> <li>7. Using the MA Guidelines for Preschool Learning Experiences to Inform Curriculum- 2.5 hrs.</li> <li>8. Using the MA Infant Toddler Early Learning Guidelines in Your Program- 2.5 hours <b>Available in Spanish</b></li> <li>9. Development Screening and Authentic Assessment in EEC Programs- 2.5 hours</li> </ol>	<p>2.5 EEC hours for each</p> <p><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>• Family child care</li> </ul> <p>Mid and advanced levels QRIS category 4, levels 3, 4</p>	<p>Introduction to NAFCC Accreditation</p>	<p>This course will introduce family child care providers to the NAFCC accreditation process including general overview, the accreditation process, quality standards, and resources for getting started.</p>	<p>2.5 EEC hours</p> <p><b>Face to face</b></p>



<ul style="list-style-type: none"> <li>• Family child care providers</li> </ul> <p>Mid and advance levels QRIS category 4, levels 3, 4</p>	<p>NAFCC Accreditation Program</p>	<p>Family child care providers who are interested in seeking NAFCC accreditation will be introduced to the NAFCC Accreditation process including a general overview, requirement for accreditation, the NAFCC Quality Standards, and resources for getting started. The steps of accreditation will be examined, including the purpose, focus, requirements, and cost of each step. Participants will assess their own program’s compliance with the Quality Standards and create a Quality Improvement Plan, including participation by families in their programs. Ideas for fund raising for the required fees and expenses will be discussed as well.</p> <p><b>Webinar:</b> You must have access to a computer with high-speed internet, a telephone, and the ability to receive email including attachments. Some computer skills are required in order to be able to participate in this course.</p>	<p>10 EEC hours</p> <p>1.0 CEU</p> <p><b>Face to face</b></p> <p>3 EEC hours <b>webinar</b></p>
<ul style="list-style-type: none"> <li>• Infant, toddler, preschool educators</li> <li>• Family child care and center based</li> </ul> <p>Initial, mid, and advanced levels QRIS category 4, level 1</p>	<p>Implementing EEC's Regulations</p>	<p>The Department of Early Education and Care implemented 2010 regulations affecting all licensed educators. Many of the new regulations require changes or adaptations to your routines and program practices including providing developmentally appropriate curriculum, planning for transitions, offering progress reports, and welcoming children with disabilities. In each of these four workshops, the new regulations will be examined and it’s implication to your program will be discussed. Strategies for meeting each regulation will be shared along with plenty of resources.</p>	<p>10 EEC hours</p> <p>1.0 CEU</p> <p><b>Face to face</b></p>



## Core Competency Area 8: Professionalism and Leadership

Target audience	Title	Training description	Hours/ CEUs
<ul style="list-style-type: none"> <li>Lead Teachers, Group Leaders, Supervisors, and Directors</li> </ul> <p>Initial and mid levels QRIS category 5, level 2</p>	<p>Creating Community</p>	<p>Creating a sense of community is a critical aspect of generating a positive attitude in the workplace. When there is a strong sense of community, people are more supportive of each other and the goals of the program. By establishing, maintaining, and valuing relationships between and with staff, leaders can help create a workplace environment that people enjoy being a part of and that helps programs thrive. In this training, participants will reflect on preferences for communication and collaboration, the preferences and personalities of staff, and methods for building community using this foundational knowledge.</p>	<p>2.5 EEC hours</p> <p><b>Face to face</b></p>
<ul style="list-style-type: none"> <li>All</li> </ul> <p>Initial, mid and advanced levels QRIS category 8, level 1, 2, 3</p>	<p>Planning for Professional Development</p> <p><b>Available in Spanish</b></p>	<p>The educator is the primary factor in quality of programming for young children. By reflecting on individual strengths and challenges, educators are able to design a professional development plan that meets his/her individual needs. This, in turn, impacts the educator's work with young children and families through ongoing development of knowledge and skills. In this training, participants will reflect upon current abilities, goals and needs, discuss the mission of his/her program, review EEC templates for planning, and align this information to develop an Individual Professional Development Plan.</p>	<p>1 EEC hour</p> <p><b>Webinar</b></p>
<ul style="list-style-type: none"> <li>Infant, toddler, and preschool educators</li> <li>Family child care and center based</li> </ul> <p>Mid and advanced levels QRIS category 5, level 2</p>	<p>Cultivating the Leader in You</p> <p><b>Available in Spanish</b></p>	<p>Children often think all adults are leaders. Do you think they are correct? Do you have leadership qualities that you don't even know about? This presentation will help you unlock the leadership qualities that you possess. It will explore professional behaviors and how they relate to the workplace. It will journey into effective communication styles, leadership characteristics, and valuable coaching techniques. This course will culminate with opportunities to practice and reflect on the information.</p>	<p>10 EEC hours</p> <p>1.0 CEU</p> <p><b>Face to face</b></p>



<ul style="list-style-type: none"><li>• Family child care and center based</li></ul> <p>Initial and mid levels level 1, 2, 3</p>	<p>CDA</p> <p>Available in Spanish</p>	<p>IEPD has designed a 120 hour Child Development Associate Credential course for center-based and family child care educators interested in the national CDA credential. 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. The course has been offered over the past seven years with outstanding success. The course is available in English, Spanish and Portuguese. Contact IEPD for a class in your area or we will come to your location and offer a course to a minimum of 10 students.</p>	<p>120 EEC hours</p> <p>12 CEUs</p> <p>Each unit also has CEUs separately with 1 and 7 totally 1.5 CEUs, Unit 3 is 4.5, and 2,4,5 are 1.5 – 15 hours each</p>
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