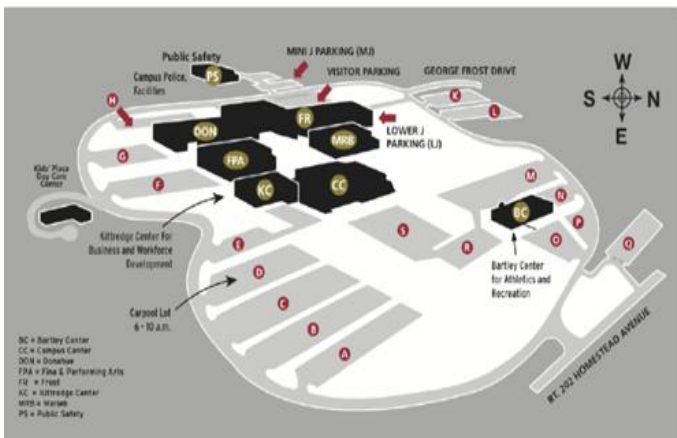


Full Day Professional Development
 Training Opportunity
 Friday, January 11, 2019



Location: Holyoke Community College
 303 Homestead Ave,
 Holyoke, MA 01040

Park in lots C & D or you will be ticketed

Time: 8:45 A.M. Registration
 9:00 A.M. – 11:30 A.M. Training
 11:30 A.M. – 12:30 P.M. Lunch Break
Lunch is Not Provided
 12:30 P.M. – 3:00 P.M. Training
Cost: \$25.00
Credits: .5 CEUs = 5 EEC training hours



This training is supported with
 funding from the Educator and
 Provider Support (EPS) grant,
 Department of Early Education
 and Care.



Professional Development Day – January 11, 2019

Please **PRINT CLEARLY** and fill in all information – you will not be registered if form is incomplete. One form per person.

Last Name: _____ First Name: _____ D.O.B.: _____

Home Address: _____ City/State: _____ Zip: _____

Personal Phone: _____ Email: _____

Name of Program (If applicable): _____ Work Phone: _____

MA EEC Program ID # (Not License #) _____ Position: _____

EEC PQ Registry # _____ PQR # expiration date: _____

Please check type of program you work in (only one):
 Family Child Care Infant/Toddler Preschool

School Age Public School Other

_____ This Course is relevant to my Individualized Professional Development Plan (IPDP) * Training must be relevant

Are you pursuing: (check all that apply): HiSet (GED) / ESOL College Degree CDA EEC Certification

Please Choose Session #: _____

Total amount enclosed: _____

Agency PO #: _____

Make checks payable: **Valley Opportunity Council**

Mail to: Preschool Enrichment Team
 35 Mt. Carmel Avenue
 Chicopee, MA 01013

Fax: 877-635-0920

Register on-line: www.preschoolenrichmentteam.org

You must pre-register with payment. No telephone registrations will be accepted – Thank You

REGISTRATION DEADLINE IS ONE WEEK PRIOR TO TRAINING START DATE

Charge Accounts	
() Am Express	() Discover
() Master Card	() Visa
Account Number _____	
Expiration Date: _____	CVV2 #: _____
Billing Zip Code: _____	
Signature (Name on Card) _____	

PLEASE CHOOSE ONE SESSION FOR THE ENTIRE DAY

1. Formas Prácticas de Promover el Aprendizaje Atraves del Juego Activo

Cuando los niños se mueven más y se sientan menos no sólo están aprendiendo, sino que también están aprendiendo a vivir de manera saludable. Cuando los niños participan en el juego activo, no sólo desarrollan sus músculos, sino que son más capaces de aprender en todos los dominios. Además, el movimiento ayuda a los niños a desarrollar confianza en sus habilidades. Al participar en la actividad física desde temprana edad, los niños pueden desarrollar y disfrutar una vida activa. Durante este curso interactivo, los participantes explorarán los beneficios de incluir el juego activo a lo largo del plan de estudios, discutir maneras de apoyar el desarrollo de habilidades motoras, considerar la manera de crear un ambiente seguro y apropiado de aprendizaje activo, y compartir estrategias que promueven el aprendizaje activo tanto en interiores como en exteriores. Los participantes también discutirán el reglamento del Departamento de Educación Temprana y Cuidado sobre la actividad física que se requiere en los programas de educación temprana con licencia.

Facilitadora: Nelly Torres

Audiencia: GCC y FCC

Créditos: .5 CEU, 5 horas de capacitación (EEC)

Alineamiento QRIS: Currículo y Aprendizaje

Competencia Básica: 5. Aplicación de Currículo y las Entornas de Aprendizaje

Categoría de Estudio: 3. Plan de estudios para la configuración de la primera infancia

2. Fostering High Quality Teacher-Child Interactions: Inspired by the Classroom Assessment Scoring System (CLASS) Principles (Preschool age educators only)

"Small differences and improvements in daily teacher-child interactions result in real differences in child outcomes. Studies show that the effectiveness of early teacher-child interactions positively impacts children's cognitive development, with the effects lasting through the 3rd grade. The Classroom Assessment Scoring System (CLASS) dimensions are based on developmental theory and research suggesting that interactions between children and educators are the primary mechanism of student development and learning. Effective teacher-child interactions are an active and crucial ingredient for children's social, behavioral, cognitive and academic development and outcomes." - Robert C Pianta. This training will inform participants of the structure and the motivations of the CLASS tool. This training will guide participants through key elements of mindfully creating high quality instructional formats and intentional curriculum development. Participants will focus on the quality of their interactions with children, practice constructing mindful and in depth scientific inquiry and explore how to engage in high quality feedback and advanced language modeling.

Presented by: Marcela Simpson

Audiencia: Preschool Educators in GCC and FCC

Credits: .5 CEU, 5 EEC training hours

QRIS Alignment: Curriculum and Learning

Core Competency: 2. Guiding and Interacting with Children and Youth

Category of Study: 3. Curriculum for Early Childhood Settings

3. Leadership for Early Childhood Educators

Many of us come to a leadership role without having any formal training. Come join us to explore how we can use our skills to be great leaders. Whether you are supervising interns or assistant teachers, leading a group of children or have goals to become a Lead Teacher, Director or an early childhood advocate state-wide, we will discover what leadership means. We'll talk about how to communicate with peers who you now need to supervise and relationships with parents in your new leadership role. We will use self-reflection as a tool to investigate what skills we need, what we already have and how to fine tune these into leadership skills.

Presented by: Liz Charland-Tait

Audiencia: GCC & FCC

Credits: .5 CEU, 5 EEC training hours

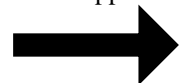
QRIS Alignment: Leadership, Management and Administration

Core Competency: 8. Professionalism and Leadership

Category of Study: 11. Supervision or Staff Development in Early Childhood Education

4. Proactive Approaches to Managing Challenging Behavior

Many educators in early childhood programs list concerns about challenging behavior among their greatest struggles in their work. According to recent research in state-subsidized early education programs, 6.67 preschoolers are expelled per 1,000 enrolled. Although this rate is lower than what has been reported in previous years, the prekindergarten expulsion rate is 3.2 times the rate for K-12 students, indicating early educators need resources and support to address the needs of many children.



Yet early childhood education programs have a unique opportunity to support children in their social-emotional development, to provide a positive and supportive environment that encourages pro-social behavior, and to give young children the chance to begin their school years with the tools to be successful learners. In this session, participants will reflect on personal experiences with managing challenging behavior, discuss social-emotional development of young children, and learn about and plan innovative ways to support pro-social development in their learning environments.

Presented by: Donna Jasak

Audience: FCC & GCC

Credits: .5 CEU, 5 EEC training hours

QRIS Alignment: Curriculum and Learning

Core Competency: 2. Guiding & Interacting with Children and Youth

Category of Study: 4. Child and Classroom Management

5. Record Keeping for Family Child Care Programs

Here's your chance to get organized and stay on top of your record keeping! Keeping accurate records and documents is not only required by The Department of Early Education and Care, but affects the families you serve, the quality of your program, your professional liability, and even your net income. Participants will learn about required and recommended records and suggested methods for organizing your records and maintaining them as part of your ongoing business routines.

Presented by: Linda Schumacher

Audience: FCC

Credits: .5 CEU, 5 EEC training hours

QRIS Alignment: Leadership, Management and Administration

Core Competency: 7. Program Planning and Development

Category of Study: 13. Child Care Administration

6. Smart Moves! Intro to Neuro-Developmental Movement for Young Children

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 neuro - developmental movement for early childhood settings and to inspire them to weave simple, quick and effective neuro - movement activities and principles into their daily program practices as part of a high-quality learning environment with happy, engaged students!

Presented By: Emily Hodos

Audience: All

Credits: .5 CEU, 5 EEC training hours

QRIS Alignment: Curriculum and Learning

Core Competency: 1. Understanding Growth and Development of Children and Youth

Category of Study: 1. Child Growth and Development, Birth – Eight Years



7. STEM Standards Simplified

Join me for an interactive training that will allow participants to understand the MA STEM standards. We will discuss how to make STEM concepts accessible to **Toddlers and Preschoolers**. Activities and discussions will help participants gain practical knowledge about what the standards are and how to make them come alive in their program. Join us for an exploration that will be informative, interactive, and inspiring!

Presented By: Charlene Cross

Audience: GCC & FCC

Credits: .5 CEU, 5 EEC training hours

QRIS Alignment: Curriculum and Learning

Core Competency: 5. Learning Environments and Implementing Curriculum

Category of Study: 3. Curriculum for Early Childhood Settings

8. Using Visual Communications Aids with Young Children

Visuals aids (or pictures) are a useful tool for helping all children, but are especially valuable for children who have challenges with listening and attending, processing sequenced information, transitioning through daily routines, or children with challenging behavior. Participants will learn why visual aids benefit learning, and will explore the many possible applications for visual aids in an early education and care program.

Presented By: Gail Epstein

Audience: GCC & FCC

Credits: .5 CEU, 5 EEC training hours

QRIS Alignment: Curriculum and Learning

Core Competency: 5. Learning Environments and Implementing Curriculum

Category of Study: 3. Curriculum for Early Childhood Settings