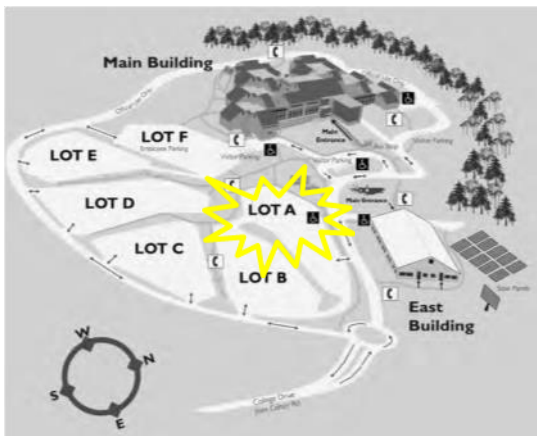


Full Day Professional Development  
 Training Opportunity  
 Monday, November 12, 2018



**Location:** Greenfield Community College  
 East Building  
 1 College Drive,  
 Greenfield, MA 01301

**Park in lot A**

**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 – Monday, November 12, 2018 - Greenfield**

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](http://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**

<b>Charge Accounts</b>	
<input type="checkbox"/> Am Express	<input type="checkbox"/> Discover
<input type="checkbox"/> Master Card	<input type="checkbox"/> Visa
Account Number _____	
Expiration Date: _____	CVV2 #: _____
Billing Zip Code: _____	
Signature (Name on Card) _____	

## PLEASE CHOOSE ONE SESSION FOR THE ENTIRE DAY

### **1. 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:** Jeanne Regnier

**Audience:** Preschool Educators in GCC & 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

### **2. Introduction to the Early English Language Development Standards (E-ELD) for children 2.5 to 5.5 years old - Module 1**

Dual language learner (DLL) is a term used to describe a young child who is learning two or more languages simultaneously. In this course, educators will learn ways to support preschool age children who are dual language learners as well as strategies to assist their families in supporting language development in both the child's home language(s) and English. The course will include the following topics: dual language learners and their families, language development and standards, and implementation of the Early English Language Development Standards (E-ELD) in the early childhood environment. These standards were specifically developed to support the unique language needs of DLLs, ages 2.5-5.5 years of age, who are in the process of learning more than one language prior to Kindergarten entry.

**Presented by:** Marcela Simpson

**Audience:** GCC

**Credits:** .5 CEU, 5 EEC training hours

**QRIS Alignment:** Curriculum and Learning

**Core Competency:** 5. Learning Environments and Implementing Curriculum

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

### **3. Understanding & Supporting Young Children Impacted by Trauma**

Learn about risk and resilience in young children and their families, including approaches and strategies. Content includes: impact of trauma on young children, child development and on attachment relationships; strategies and guiding principles for supporting young children who have experienced trauma; sources of support and appropriate referrals;

and self-care. The training also includes a parent speaker (or video tape) who shares her own trauma history and how it affected her experience as a parent.

**Presented by:** Joni Beck Brewer

**Audience:** All

**Credits:** .5 CEU, 5 EEC training hours

**QRIS Alignment:** Family and Community Engagement

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

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

### **4. Using a Child-Centered Curriculum Approach in Out-of-School Time Programs**

Curriculum should offer experiences that help children learn about themselves and the world around them. Planning for the curriculum is based upon the educator's observations of and conversations with children regarding their needs, strengths and interests. This is the foundation of curriculum development that serves to engage children in learning. This shifts the role of the educator from the one imparting the knowledge to the one enhancing learning by working with the children and guiding them! We will focus on the importance of helping children build confidence in their abilities and increase engagement in learning using a child-centered approach in afterschool program planning. Join us as we weave together strategies to support learning by exploring children and educator's strengths and talents, interests and needs, and program goals.

**Presented by:** Donna Jasak

**Audience:** OST

**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