

# Innovations in Education, LLC

Early Childhood Education Training Solutions for Individuals & Programs

10400 Hardwood Ct / Woodstock, MD 21163 / 410.370.2837 / CKO – 1962

[www.innovationsed.com](http://www.innovationsed.com)

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Spring 2011 Newsletter



To love what you do and feel that it matters—how could anything be more fun?

-Katharine Graham

## A message from the owner:

Caring for young children can be one of the most challenging professions, and yet it is also one of the most rewarding. Early Education and Care providers must stay current on research about child growth and development, have good communication skills, and provide a warm, safe, nurturing environment for children.

At Innovations in Education, LLC, we cater to the needs of individuals. Whether you are a family child care provider, child care center staff, teacher, administrator or parent, our goal is to help you provide the most current information about child development as well as the highest quality services to help you be the best in your field.

In this issue of the Innovations in Education, LLC Newsletter, we highlight the importance of social – emotional development in young children. Training in the Social Emotional Foundations of Learning (SEFEL) is now available.

**\*\*NEW\*\* Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age**  
The Maryland State Department of Education (MSDE) has just launched the new “Healthy Beginnings” developmental guidelines for children birth through age three. These guidelines have been recently revised, and were formerly called “The Guidelines for Healthy Child Development.” The guidelines can be used as a reference guide, or as a resource for planning activities. ***See page 4 for training opportunities and special introductory pricing.***

To support the use of *Healthy Beginnings*, MSDE has also launched a new website. The guidelines can be downloaded from the website. In addition, the website contains an interactive activity planner. A provider or parent can enter the age of the child, and a location for an activity, such as “on the playground,” “on the go,” and “in the kitchen.” The website planner will then generate three activity ideas that can be used in those settings.

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

It is my hope that the information in this newsletter will help you in your continuing professional development! Since 1998, my dedicated staff has been consulting, mentoring, and training in classrooms and child care centers – this newsletter is our opportunity to continue those conversations beyond the classroom and throughout the year.

Randi Albertsen, Owner

Because technology and human knowledge are changing at faster and faster rates, the top 10 in-demand jobs today probably didn't exist five or six years ago (Gunderson, Jones, & Scanland, 2004).

### **How do we prepare our children to be successful in such a rapidly changing world?**

Giving children the tools they need to work well with others, be flexible, and responsive is a start. We do this beginning with infants and toddlers, preschoolers, and school age children by providing the foundations for social-emotional development. As caregivers and parents, we need to consistently teach and reinforce social – emotional development.

“Alvin Toffler has been said to have suggested that, because of this acceleration of human knowledge, the definition of *illiterate* in the 21st century will not be "Can a person read and write?" but rather "Can a person learn, unlearn, and relearn?"

Most parents will agree that in thinking about what they want for their children long term, it’s not about memorizing certain facts or learning to read at age 4. Thinking long term, most parents want their children to grow up to be well-adjusted, happy, responsible adults. Isn’t this the foundation of social-emotional development?

Read “The Why Behind RTI” online, <http://tiny.cc/ic9dh> for more.

**Caring for young children can be one of the most challenging professions, and yet it is also one of the most rewarding. Early Education and Care providers must stay current on research about child growth and development, have good communication skills, and provide a warm, safe, nurturing environment for children.**

**The training and professional development offered by Innovations in Education, LLC will help you meet these challenges.**

**Annual Clock Hours:** Current Maryland licensing regulations for child care center staff and family child care providers requires 12 clock hours of training, with a minimum of 6 Core of Knowledge training hours.

**Maryland Child Care Credential:** To maintain a Maryland Child Care Credential, child care providers must take 12, 18, or 24 hours of Core of Knowledge training per year.

**Child Development Associate (CDA) Training:** Applying for a CDA for the first time requires 120 hours of training taken during the 5 years prior to application. Our training specialists will be happy to review your past training hours and make suggestions on what additional training you may need to meet your requirements.

Find more information on our [Registration Policies](#).

“Shoot for the moon. Even if you miss it you will land among the stars.” Les Brown

**Online Training-** <http://tinyurl.com/6ftgx4m>

May 2 – May 27 (\$70 / 12 hours COK)

**The Value of Play**

The foundation for implementing developmentally appropriate practice is creating an environment where young children learn through play. This workshop explores how to create an environment that supports learning through play. Participants will explore what "learning through play" means, what it looks like, and how to actually implement this in their programs. An interactive community of learners helps provide support in completing this workshop.

**Training Location:**

Unless otherwise noted, each workshop is held from 6:30 pm – 9:30 pm at:

*The Children's Learning Center at Howard Community College  
10901 Little Patuxent Parkway / Columbia, MD 21044*

Training can also be held at your location. Contact us for scheduling.

**Registration:**

Please call 410-370.2837, or visit our website for a downloadable registration form: [www.innovationsed.com](http://www.innovationsed.com).

**Training Pricing:**

Unless otherwise indicated, registration is \$25 per person per single workshop. Please see discounted *Training Track* pricing on page 8.

**Special Pricing:**

Discounts are available for individuals registering for multiple workshops.

Discounts are also available for groups of 5 or more people from the same work site who register for the same workshop.

**Training Tracks**

New Tracks will be offered Fall 2011- <http://tinyurl.com/6yact8q>

Training tracks are a series of workshops designed to help you easily meet your licensing, credentialing, or CDA training requirements. Our training tracks have been designed to provide you with workshop content that is specific to the age of children you serve, as well as, workshops that apply to any age group. Training Tracks A, B, C, D and E are offered at the discounted rate of \$80 per person per track (12 COK hours each).

**Training Calendar**

Registration forms can be found online: <http://tinyurl.com/694syvb>

"Every parent's deepest wish is that their children are self sufficient, happy, and able to live a full life." Peter Block

**APRIL**

3 hours Core of Knowledge: CUR

4/27/2011

**Welcoming a Child with Special Needs**

This workshop will help give caregivers the confidence to welcome a child with special needs into their programs. This workshop explores the challenges of working with children with special needs, resources to help educate staff and families, the Americans with Disabilities Act, IEPs, IFSPs, and expectations of teachers and programs for meeting the needs of children with special needs.

3 hours of Core of Knowledge: SN

**MAY**

5/5/2011

**The Great Outdoors**

This workshop focuses on utilizing the outdoor environment to support child development. Respect for the needs of families, playscape accessibility, and natural materials are the emphasis in exploring inexpensive ways to enhance outdoor learning opportunities.

3 hours Core of Knowledge: 2 hrs CUR, 1 hr SN

5/10/2011

**Learning Through Play**

This term is used in early childhood settings, but what does it really mean? How do you explain to parents what you do? This workshop provides you with the language and tools you need to implement a play-based program, and communicate the value and benefits of play.

3 hours Core of Knowledge: CUR

5/19/2011

**Engaging Investigations in Preschool**

This workshop will introduce participants to the development of in-depth explorations and investigations with preschoolers. The workshop will explore how to use children's interests and curiosities to develop and maintain an in-depth exploration of a topic of interest. Hands-on, active learning will be explored.

3 hours Core of Knowledge: CUR

**\*\*\*NEW\*\*\***

**5/4/2011, 5/11/2011, 5/18/2011, AND 5/25/2011**

**Healthy Beginnings, Module 1 and 2**

This 12 hour training introduces participants to the newly released MSDE Healthy Beginnings guidelines for birth – age 3. Module 1 establishes the foundation of what caregivers do each and every day, through understanding child development. Participants are introduced to the Healthy Beginnings guidelines and responsive caregiving. In Module 2, the focus is on using the Healthy Beginnings guidelines for planning and assessment. Participants are provided many hands-on opportunities to become familiar with the structure of the guidelines and how to use them to support best practices. **Participants MUST attend all 12 hours of training to receive core of knowledge training hours.**

3 hour COM, 1.5 hours PROF, 4.5 hours CUR, 2 hours CD, 1 hour SN

\*\*\*\*\*Special introductory pricing\*\*\*\*\*  
**Healthy Beginnings Training**  
**12 hours core of knowledge training for only \$75**

**COMING IN THE FALL OF 2011:**

**The Maryland Model for School Readiness (MMSR)** is an assessment and instructional system designed to provide parents, teachers, and early childhood providers with a common understanding of what children should know and be able to do upon entering school. The MMSR is important because it provides a common goal and language of how parents, teachers, and providers can support young children's learning. MMSR incorporates research-based instruction, age-appropriate assessment of children's learning, and effective communication among teachers, parents, and early childhood providers. Teachers and providers receive on-going professional development to implement these practices.

Dates (Saturdays, 9am-4pm)		Description	Core of Knowledge Hours
MMSR 1	September 17	Understanding purposes and expectations for MMSR; Increased understanding of developmentally appropriate practices; Understanding of basic principles of early childhood assessment; Deeper understanding of observing and recording children's learning	1.5 each PROF/CD/SN/HSN
MMSR 2	October 15	Increased understanding of the purpose and benefits of observing and documenting children's learning; Familiarity with the Work Sampling System (WSS) Guidelines and Checklists; Strategies for observing and documenting children's learning	1.5 each PROF/CD/SN/HSN
MMSR 3	November 12	Practical strategies for observing and documenting children's learning to get to know them better and build relationships with them; Insights and strategies for supporting children's learning in developmentally appropriate ways; Instructional strategies that promote Mathematical and Scientific thinking and Language development	1.2 each PROF/CD/CUR/SN/HSN
MMSR 4	December 10	Ideas for making learning opportunities developmentally appropriate; Successful instructional and assessment strategies for promoting children's mathematical thinking; Strategies for nurturing children's social competence; Tips for managing observation and recording	1.5 each PROF/CUR/CD/COM
MMSR 5	January 7	Ideas and strategies for developmentally appropriate learning experiences; New ideas for music experiences; Understanding of how to interpret and apply observational data; Strategies for using assessment data for child study	1.5 each PROF/CUR/CD/COM
MMSR 6	February 4	Strategies for studying children's work; Strategies for using observations to have conversations with children and build relationships; Strategies for building effective partnerships with families; Strategies for communicating information about children to families	3 each CUR/CD
MMSR 7	March 3	Ideas about many aspects of using portfolios with young children; Understanding purposes of portfolios; Strategies for preventing portfolio problems; Understanding of the connection between portfolios and classroom learning experiences; Ideas for sharing portfolios with families	2 each CD/CUR/SN
MMSR 8	March 31	Deeper understanding of the definition and purpose of family partnerships; Strategies for building and sustaining family partnerships; Strategies for successful family conferences; Format for planning family conferences and summary reports	2 each CUR/PROF/CD
MMSR 9	April 28	Deeper understanding of the process of transition from program to program; Appreciation for how transition affects children, families, and early educators; Strategies to support positive transitions; Awareness of resources to support transition; Specific plans for transition activities; Plans for continued professional development through collaboration and professionalism	2 each CUR/PROF/COM
Snow Date	May 19	Make up date to be used if necessary	

**All classes are held at the Children's Learning Center at Howard Community College from 9am-4pm.  
The cost is \$350 per person.**

**Registration forms can be found online: <http://tinyurl.com/5rkwcvj>**

"Education does not end at any point in our lives; it is an ongoing journey to be carried with us everyday throughout our lives."

Thomas Powell

**In our summer issue: health and safety  
Keep an eye out for new workshops in the Fall of 2011!**