

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

Winter 2010-2011 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.

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.

A handwritten signature in black ink that reads "Randi Albertsen". The signature is written in a cursive, flowing style.

Randi Albertsen

Owner

Innovations in Education, LLC

Which of our services best meet your needs?

For Individuals:

Already have some training hours to meet your training requirements? Call our office for suggestions on how to supplement the training you've already completed.

Just starting an initial application for the Maryland Childcare Credential or the CDA? 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.

For Programs:

Child Care Centers and other groups should inquire about training to be held at your location. **On-site workshops can be customized to meet the needs of your staff.**

For Parents:

How do you convey information to your parents about child development, school readiness, or education philosophy? Host a workshop for parents! We provide parent workshops on a range of topics and customize to meet the needs of your staff and parents.

For Administrators:

Child Care Directors and Administrators need training too! Small workshops, online chats, and networking opportunities to meet the needs of administrators are available through our office.

“Who dares to teach must never cease to learn.”

– John Cotton Dana

****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.

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,” “in the store,” The website planner will then generate three activity ideas that can be used in those settings.

www.marylandhealthybeginnings.org

****NEW Training Opportunity****

Beginning in February, Healthy Beginnings Training will be available. This new training will provide 12 hours of Core of Knowledge training. The training will include understanding child development, understanding a developmental continuum, how to use the new guidelines, and easy activities and materials to support development. See page 5 for training dates.



Please visit our website for full services and registration materials:
www.innovationsed.com

Recommended Reading from the Innovations in Education Staff:

Learning Together with Young Children:

A Curriculum Framework for Reflective Teachers – Margie Carter & Deb Curtis

Brain-Based Teaching in the Digital Age – Marilee Sprenger

(The Developing Brain: Birth to Age 8)

Emergent Curriculum – Elizabeth Jones & John Nimmo

"Children will not remember you for the material things you provided but for the feeling that you cherished them." Richard L. Evans

Social Emotional Foundations of Early Learning (SEFEL)***What is social-emotional development, and how does it relate to early childhood education?***

Simply put, social-emotional development encompasses how young children interact with and relate to peers and adults, how they manage and express emotions, and how they adapt to a variety of situations.

Much research has been done regarding the effects of social-emotional development and children's readiness and success in school (Arnold et al., 1999; McClelland et al., 2000, Raver & Zigler, 1997, Raver 2002, Zins et al., 2004). Children who know how to manage their emotions and get their needs met are more successful in school, and later in life, than children who struggle with this.

Part of our role as early childhood educators and caregivers is to provide children with a strong, secure social emotional base. We do this through the ***nurturing relationships*** we cultivate with the children in our care. We also do this through the ***routines and rituals*** we establish and maintain on a daily basis. We also do this through the many ways in which we model positive ***interactions with others*** and appropriate ways to ***manage and express our emotions***. Sometimes, however, our modeling and interactions with young children is not enough to provide the supports children need. More targeted strategies and interactions may be necessary to teach some children how to develop the social and emotional skills needed for school success.

The goal of SEFEL training is to provide educators and caregivers with the tools they need to support children's social-emotional development. MSDE, in collaboration with Vanderbilt University, has developed a series of trainings to provide caregivers with the tools and strategies to help all children develop strong social-emotional skills. The SEFEL training is broken down into infant-toddler-twos, and preschool age practices. The trainings for both age groups consists of 4 training modules of 6 hours each (24 hours total).

Innovations in Education, LLC is pleased to be able to offer SEFEL training to the childcare community. In our spring training calendar, we are offering Module 1 of the Infant-Toddler-Twos SEFEL training, and Modules 1 and 2 of the preschool SEFEL training. Each of the 6 hour Modules will be offered in two (2)- three hour sessions. See page 5 for more details.

All trainings are held at the Children's Learning Center at Howard Community College from 6:30-9:30pm. Trainings can also be held at your locations. Contact us for more details, 410-370-2837.

Education is a social process. Education is growth. Education is not a preparation for life; education is life itself."

—Education reformer and philosopher John Dewey

Social- Emotional Skills that Promote School Readiness:

- Being able to wait
- Controlling anger and impulses
- Expressing empathy with others' feelings
- Following rules, routines, and directions
- Giving compliments
- Helping adults and peers
- Identifying feelings in oneself and others
- Learning how to calm down
- Learning how to recognize anger in oneself and others
- Problem solving
- Sharing toys and other materials
- Showing patience for others
- Suggesting play themes and activities to peers
- Taking turns
- Understanding appropriate ways to express anger
- Understanding how and when to apologize

Current research on brain development, and the research of Daniel Goleman, author of *Emotional Intelligence* (1996), has led the way for schools and businesses to rethink the value of social-emotional skills.

“Most of us have assumed that the kind of academic learning that goes on in school has little or nothing to do with one’s emotions or social environment. Now neuroscience is telling us exactly the opposite. The emotional centers of the brain are intricately interwoven with the neurocortical areas involved in cognitive learning. When a child trying to learn is caught up in a distressing emotion, the centers for learning are temporarily hampered. The child’s attention becomes preoccupied with whatever may be the source of the trouble. Because attention is itself a limited capacity, the child has that much less ability to hear, understand, or remember what a teacher or a book is saying. In short, there is a direct link between emotions and learning.” (Goleman, 2010, <http://danielgoleman.info/>)

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.

New SEFEL Training Courses

2/8/2011

Infant-Toddler Social Competence Part 1

3 hours Core of Knowledge

See page 9 for more information.

2/15/2011

Infant-Toddler Social Competence Part 2

3 hours Core of Knowledge

See page 9 for more information.

1/27/2011

Relationships and Routines: The Foundation for Success

3 hours Core of Knowledge

See page 9 for more information.

2/3/2011

Proactive Teaching: Supporting Children's Success

3 hours Core of Knowledge

See page 9 for more information.

3/2/2011

Teaching for Success: Strategies to Promote Social and Emotional Development Part 1

3 hours Core of Knowledge

See page 9 for more information.

3/16/2011

Teaching for Success: More Strategies to Promote Social and Emotional Development Part 2

3 hours Core of Knowledge

See page 9 for more information.

Coming Fall 2011

Challenging Behaviors: Identifying the Needs of Children

This workshop is part 1 of Module 3 of SEFEL training for preschool children. This workshop helps caregivers reflect on how they've built relationships with children, incorporated teaching strategies and materials to promote social competence, but still find there are individual children needing additional supports. By identifying individual needs of children, caregivers can begin to understand motivations for behaviors.

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

Challenging Behaviors: Creating a Plan for Support

This workshop is part 2 of Module 3 of SEFEL training for preschool children. This workshop expands on identifying the individual needs of children, explored in part 1, and provides caregivers with a framework for creating a plan to support social development. An individualized approach to behavioral supports is the focus.

3 hours Core of Knowledge: 1 hr CD, 1 hr SN, 1 hr PROF

Register for one of our NEW Courses!

2/17/2011

Environments for Learning

3 hours Core of Knowledge

See page 9 for more information.

1/19/2011 and 1/26/2011 (Must attend both evenings)

3/23/2011 and 3/30/2011 (Must attend both evenings)

Emergency and Disaster Preparedness Training

6 hours Core of Knowledge

See page 8 for more information.

1/25/2011

Beyond Emergency Preparedness: Helping Children Feel Safe and Secure

3 hours Core of Knowledge

See page 8 for more information.

5/4/2011

Healthy Beginnings Module 1 part 1

3 hours Core of Knowledge

5/11/2011

Healthy Beginnings Module 1 part 2

3 hours Core of Knowledge

5/18/2011

Healthy Beginnings Module 2 part 1

3 hours Core of Knowledge

5/25/2011

Healthy Beginnings Module 2 part 2

3 hours Core of Knowledge

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.

REGISTRATION POLICIES

- **ALL workshop participants MUST pre-register.** There will be NO exceptions. Participants are required to register and pay for workshops in advance. Participants may register online, by fax, or by mail. All payments must be received prior to the start of the workshop. ***Walk-ins will NOT be accepted.***
- **Registrations are accepted in the order in which they are received.** You will receive a confirmation notice within one week of the date your registration was received. If your registration is received less than one week prior to a workshop, you will receive confirmation by phone.
- **Refund policy:** We recognize that situations change, but our instructors must plan and prepare for workshops in advance. Refund requests must be made at least one week prior to the scheduled workshop. Unless otherwise noted, all refund requests are subject to a \$5 administrative fee. Refund requests made between 24 hours and one week prior to the workshop may receive credit for a future workshop. *Refunds will not be given for non-attendance or for requests made within 24 hours of the start of the workshop.*
- **Cancellation and change policy:** Please register early! Class sizes are limited. Workshops with insufficient enrollment will be cancelled. If a workshop must be cancelled due to limited enrollment or instructor illness, registrants will be contacted immediately and a full refund will be issued. Innovations in Education, LLC reserves the right to change the location or instructor of a workshop when necessary.
- **Inclement weather policy:** In the event of inclement weather, Innovations in Education, LLC will follow the Howard County Public School System weather closures. When winter weather is questionable, decisions about evening workshops will be made by 3pm. Weather related decisions for weekend classes will be made by 6am. Please call 410-370-2837 or visit our website, www.innovationsed.com, for the most current workshop status.
- **Late arrivals will NOT be admitted.** Classes will begin and end promptly. In many instances, building security will not be available to open doors for late arrivals. Please arrive 15 minutes prior to the start of the workshop to sign in and to hear announcements. *No refunds, credits, or certificates will be issued to anyone arriving after the start of the workshop. NO EXCEPTIONS.*
- **Certificates:** All workshops will have an assessment component administered by the instructor. Core of Knowledge certificates will be issued to participants who have actively and successfully participated in the workshop and assessment. Continued Training Certificates will be issued when participants have not successfully demonstrated knowledge of the workshop objectives. Both certificates are accepted by the Office of Child Care for licensing purposes. *Certificates will be mailed to participants within two weeks of the completion of the workshop.* All workshops offered are approved by the Office of Child Care, approval #CKO-1962.
- **Child care is not provided during workshops.** Workshops are for adults only. Please make other arrangements for care of your children during workshop hours.
- **Workshop locations:** All workshops will be held at The Children's Learning Center at Howard Community College / 10901 Little Patuxent Parkway/ Columbia, MD 21044

Online Training

February 7 – March 11 (\$85 / 15 hours COK)

The Big Picture: Learning About Children Through Observation

Participants in this online training will explore the connection between observation and assessment of young children in a developmentally appropriate manner. Participants will explore various methods of observing young children and tools for recording observational data. This workshop will provide participants with strategies for becoming effective, responsive observers. The online course includes videos, articles, and hands-on experiences. An interactive community of learners helps provide support in completing this workshop.

March 28 – April 22 (\$70 / 12 hours COK)

Using the Internet and Technology as a Professional Tool

Participants will gain a greater understanding of how to utilize the Internet and other technologies to enhance family communication, professional development, and curriculum. By the end of the 4 weeks, participants will have had many opportunities to read about and use technology in their programs. The online community of learners will be able to share their progress and challenges over the course of 4 weeks, with continual feedback from the facilitator. By week 4, participants should feel more confident in their ability to access technology and utilize it to their advantage for overall personal and professional improvement.

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.

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

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).

TRACK A Infants/Toddlers/Twos	TRACK B Preschool	TRACK C Mixed Age	TRACK D Extension	TRACK E SEFEL
1/11 Nurturing Attachments	1/12 Foundations of Quality Care	1/13 Smart Start: Developing Lifelong Learners	1/25 Beyond Emergency Preparedness	1/27 Relationships and Routines: The foundation for Success
2/8 Infant Toddler Social Competence Part 1	2/17 Environments for Learning	2/9 Developing Relationships with Families	2/23 Intentional Teaching: Moving Beyond the Basics of DAP	2/3 Proactive Teaching: Supporting Children's Success
2/15 Infant Toddler Social Competence Part 2	4/5 Strategies for Success: How to Handle Challenging Behaviors	3/3 Developmentally Appropriate Practice (DAP): The Basics	3/22 Learning About Children: Observation and Documentation	3/2 Teaching for Success Part 1
4/7 Tantalizing Twos	4/13 Interactive Circle Time	4/27 Welcoming a Child with Special Needs	5/5 The Great Outdoors	3/16 Teaching for Success Part 2

Training Calendar

JANUARY

1/11/2011

Nurturing Attachments

Caring for infants and toddlers requires secure attachments between a caregiver and child. This workshop explores how developmental theorists like Magda Gerber, T. Berry Brazelton, and Mary Ainsworth have influenced our understanding of attachment. Participants will explore how attachment influences infant feeding, sleeping, crying, separation anxiety, competence, and confidence.

3 hours Core of Knowledge: 1 hr PROF, 1 hr CD, 1 hr CUR

1/12/2011

Foundations of Quality Care

Erikson, Froebel, Montessori, Piaget, Reggio-Emilia; there are many theories and approaches to early care and education. This workshop explores the developmental theories and approaches that have shaped early childhood education. Finding a theory you relate to can help solidify your values and beliefs about early childhood.

3 hours Core of Knowledge: PROF

1/13/2011

Smart Start: Developing Lifelong Learners

Have you ever wondered why some children seem so engaged with books, some are focused on building with blocks, while other children are drawn to creating in the art center? This workshop explores the eight areas of intelligence, as proposed by Howard Gardner, and offers ideas for engaging each of these intelligences in your program.

3 hours Core of Knowledge: CD

1/19/2011 and 1/26/2011 (Must attend both evenings – \$35 total)

Emergency and Disaster Preparedness Training

This workshop introduces caregivers to the wide range of emergency situations for which they need to prepare. Participants will create an emergency preparedness plan per COMAR regulations.

6 hours Core of Knowledge: 3 hrs HSN, 3 hrs PROF

1/25/2011

Beyond Emergency Preparedness: Helping Children Feel Safe and Secure

You've taken the required Emergency and Disaster Preparedness training, you've written your emergency plan, now what? How do you teach the children in your care about preparing for emergencies? How do you introduce the concept of shelter in place? How do you help children cope with emotions they may experience either when practicing the drills, or during and after an actual emergency. This workshop provides practical, hands-on solutions for helping children feel safe and secure.

3 hours Core of Knowledge: 1 hr CUR, 1 hr HSN, 1 hr SN

1/27/2011

Relationships and Routines: The Foundation for Success

This workshop is part 1 of Module 1 of SEFEL training for preschool age children. The workshop explores how to build relationships with children to promote social competence. The workshop explores the value of establishing predictable routines to help children feel successful and promote independence.

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

FEBRUARY

2/3/2011

Proactive Teaching: Supporting Children's Success

This workshop is part 2 of Module 1 of SEFEL training for preschool age children. This workshop builds on strategies on part 1 regarding building relationships with children and establishing predictable routines for preschool age children. More ideas and teaching strategies for promoting children's social competence are presented.

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

2/8/2011

Infant-Toddler Social Competence Part 1:

This workshop is part 1 of the first module of SEFEL training for Infants and Toddlers. This session covers the importance of building relationships with infants and toddlers, responsive relationships as the foundation for infant-toddler social competence, and temperament.

3 hours Core of Knowledge: 1 hr CD, 1 hr PROF, 1 hr HSN

2/9/2011

Developing Relationships with Families

Building relationships with families is just as important as building relationships with the children in our care. In this workshop, participants will explore the challenges and strategies of building positive relationships with families. The rewards of these relationships benefit you and the children in your care.

3 hours Core of Knowledge: COM

2/15/2011

Infant-Toddler Social Competence Part 2

This workshop is part 2 of the first module of SEFEL training for Infants and Toddlers. This session covers the importance of building relationships with the families of infants and toddlers, and the influence that attachment has on infant-toddler social competence.

3 hours Core of Knowledge: 1 hr CD, 1 hr PROF, 1 hr COM

2/17/2011

Environments for Learning

Explore ways to create caring environments that support children's development. Examine your own childcare setting and discover ways to enhance children's growth and learning through innovative space planning.

3 hours Core of Knowledge: CUR

2/23/2011

Intentional Teaching: Moving Beyond the Basics of DAP

This workshop is ideal for caregivers who have a basic understanding of Developmentally Appropriate Practice and are ready to explore the process of implementing DAP. Practical strategies and tips for how to implement DAP are the focus.

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

MARCH

3/2/2010

Teaching for Success: Strategies to Promote Social and Emotional Development

This workshop is part 1 of Module 2 of SEFEL training for preschool age children. This workshop introduces participants to a variety of strategies, tools, and materials to support children's social-emotional development. Hands-on activities and take home tools will be provided.

3 hours Core of Knowledge: CD

3/3/2011

Developmentally Appropriate Practice: The Basics

Developmentally appropriate practice (DAP) has been used to describe what we do as caregivers. In this workshop, participants will explore DAP, what it means, what it looks like, and how to make sure your program is implementing DAP.

3 hours Core of Knowledge: CUR

3/16/2011

Teaching for Success: More Strategies to Promote Social and Emotional Development

This workshop is part 2 of Module 2 of SEFEL training for preschool age children. This workshop provides even more hands-on strategies, tools and materials to use to support children's social-emotional development.

3 hours Core of Knowledge: CD

3/22/2011

Learning About Children: Observation and Documentation

Assessment of young children involves observing and documenting children's actions and behaviors. This workshop explores how to make this process easier and more productive for you. Learn new techniques for observation and documentation, while gaining confidence in your knowledge of child growth and development.

3 hours Core of Knowledge: CD

3/23/2011 and 3/30/2011 (Must attend both evenings – \$35 total)

Emergency and Disaster Preparedness Training

This workshop introduces caregivers to the wide range of emergency situations for which they need to prepare. Participants will create an emergency preparedness plan per COMAR regulations.

6 hours Core of Knowledge: 3 hrs HSN, 3 hrs PROF

APRIL

4/5/2011

Strategies for Success: How to Handle Challenging Behaviors

In this workshop, participants will explore behaviors that most frequently challenge your patience. Learn new strategies to support children and save your sanity.

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

4/7/2011

Tantalizing Twos

No longer babies, and not quite preschoolers, two-year-olds are in a class of their own. This workshop introduces participants to a novel approach to working successfully with children ages 2-3.

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

4/13/2011

Interactive Circle Time

Spice up your circle time routine with new ideas and activities to keep everyone engaged. Circle time is a great way to build a sense of community in your program. Use circle time activities to build stronger relationships and reinforce social skills.

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

5/4/2011, 5/11/2011

Healthy Beginnings, Module 1

5/18/2011, 5/25/2011

Healthy Beginnings, Module 2



Innovations in Education, LLC Registration Form

Please print

Name:		Daytime phone:
Email:		Evening phone:
Street Address:		City, State
<input type="checkbox"/> home address <input type="checkbox"/> work address		Zip:
Registrant information: <input type="checkbox"/> Registered family child care <input type="checkbox"/> Family child care applicant <input type="checkbox"/> Child Care Center, Preschool, Nursery school _____ <input type="checkbox"/> Head Start <input type="checkbox"/> Parent <input type="checkbox"/> Other Program or Organization _____		MMSR Training: Choose 1 age group: <input type="checkbox"/> 3 year old <input type="checkbox"/> 4 year old <input type="checkbox"/> Kindergarten
Date of workshop	Workshop title	Workshop cost
Total cost		\$

I have read and agree to abide by the Registration Policies. Registrations will not be accepted without agreeing to the policies on page 6.

Signature of workshop registrant

Please make your check or money order payable to *Innovations in Education, LLC*

Mail payments to:
 Innovations in Education, LLC
 10400 Hardwood Court
 Woodstock, MD 21163

Phone: 410-370-2837
 Fax: 410-465-8219
 Email: registration@innovationsed.com

In this issue:

**Social-Emotional Foundations of Early Learning: SEFEL
(see pgs. 3-5)**

Healthy Beginnings (see pg. 2)

Online Course Registration (see pg. 7):

- The Big Picture: Learning About Children Through Observation
- Using the Internet and Technology as a Professional Tool
- The Value of Play

***Coming Fall 2011:
Maryland Model for School Readiness
(MMSR) Training Series***

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