

Flamingo Early Learning is a dynamic professional learning system that improves early educator teaching practices and child outcomes. Flamingo Early Learning offers 900 hours of high-quality early childhood education professional development across 45 instructor-led, online courses, 34 in English and 11 in Spanish. Each course is job-embedded, mastery-based, standards-aligned and builds teacher knowledge and skills through applicable, research-based content and strategies. Interactive course elements promote engagement, including dynamic assessments, collaborative discussion forums, and continuous communication with a credentialed course instructor.

Since 2015, Flamingo Early Learning has delivered nearly 600,000 hours of content through 29,000 courses. Practitioners engaging in at least one course have shown up to a 79% improvement in teacher-child interactions as measured by CLASS.

## FLAMINGO EARLY LEARNING COURSE DESIGN

In contrast to the typical PowerPoint-based, asynchronous online courses so often used for professional development in early childhood education, Flamingo Early Learning's job-embedded courses provide superior, research-based content and intensive live support in an engaging and interactive online format:

- Courses are designed for participants who are currently working in the classroom, providing high-impact, research-based content and strategies that can be easily implemented with their children.
- All courses are aligned to state and national standards and competencies, including CLASS, Head Start, and NAEYC.
- Courses are flexible and appropriate for programs implementing any developmentally appropriate curriculum.
- Designed to accommodate multiple learning styles, courses provide important information in multiple formats including: listening to a guide, text on the screen, images and videos of programs demonstrating the various topics, videos highlighting research or specific strategies, and interactive games. Additionally, transcripts of each course are available.
- Courses highlight real early learning programs in action, using the actual classroom footage of exemplar strategies and techniques discussed within a course.
- We focus on six specific strategies within a course. Participants are able to implement those strategies and get feedback on how to refine their skills.
- Our courses promote the concept of being a reflective practitioner. After implementing each strategy participants are asked to reflect on the experience, going beyond "What worked well and what would you change?" Participants receive feedback on their reflections to help them further refine each strategy.
- Discussion forums encourage participants to collaborate and share ideas. Discussions go beyond one or two sentence statements, allowing participants to learn from each other and gain additional strategies to implement in the program.

- Course content is research-based, providing the participant with a deeper understanding of the content from a research perspective while also making it interesting and applicable.
- Courses are focused on the participant as a professional, within the field of early childhood education, building their knowledge and understanding through engaging topics and real-world effective strategies.
- Each course has a pre-post assessment, allowing participants the ability to understand the knowledge they have gained.

## COMPETENCIES AND STANDARDS

Flamingo Early Learning Infant and Toddler online courses are aligned to the following standards and competencies:

- Florida Core Competencies for Early Care and Education Practitioners (FCCECEP, 2016)
- Florida Department of Education Professional Development Competency 21st edition (2014)
- National Association for the Education of Young Children (NAEYC) Standards for Initial & Advanced Early Childhood Professional Preparation Programs (2010)
- Florida Early Learning and Development Standards for Birth to Four-Year-Olds (2017)
- Head Start Early Learning Outcomes Framework: Ages Birth to Five (2015)
- Classroom Assessment Scoring System (CLASS) Infant Toddler (2008)
- Infant/Toddler Environment Rating Scale - Revised Edition (ITERS-R, 2006)

Flamingo Early Learning Preschool online courses are aligned to the following standards and competencies:

- Florida Core Competencies for Early Care and Education Practitioners (FCCECEP, 2016)
- Florida Department of Education Professional Development Competency 21st edition (2014)
- National Association for the Education of Young Children (NAEYC) Standards for Initial & Advanced Early Childhood Professional Preparation Programs (2010)
- Florida Early Learning and Development Standards for Birth to Four-Year-Olds (2017)
- Florida Early Learning and Development Standards for Four-Year-Olds (2011)
- Head Start Early Learning Outcomes Framework: Ages Birth to Five (2015)
- Classroom Assessment Scoring System (CLASS) Pre-K (2008)
- Early Childhood Environment Rating Scale - Revised (ECERS-R, 2005)
- Early Childhood Environment Rating Scale - Third Edition (ECERS-3, 2014)

Flamingo Early Learning Leadership online courses are aligned to the following standards and competencies:

- Florida Core Competencies for Early Care and Education Practitioners
- Florida Core Competencies for Early Care and Education Directors
- Child Development Associate Competency
- Florida Department of Education Professional Development Competency 21st Century edition
- National Association for the Education of Young Children Early Childhood Program Standards.

## FLAMINGO EARLY LEARNING COURSE ACCESS

Flamingo Early Learning courses are housed on our custom-built learning platform, Flamingo Learning. Flamingo Learning is an innovative fully online, mobile-friendly social learning and professional development system for teachers, coaches, facilitators, and other educational professionals. The platform serves as a one-stop-hub for educators, connecting them to the highest quality courses, resources, supports, and networks that are carefully designed to provide practical solutions, improve their skills and knowledge, and advance their education and careers. Flamingo is available 24/7, allowing users to access courses and tools at their own pace and time of day that best works for them.

## FLAMINGO EARLY LEARNING COURSE CEUs AND MASTERY

Each course offers up to 2.0 IACET-approved CEUs, the equivalent of 20 professional development hours. Upon successful completion of a course, the UF Lastinger Center awards the participant with 2.0 IACET CEUs and a downloadable certificate of mastery. When courses are paired with blended supports, such as Communities of Practice, additional professional development hours are earned for participation and related CEUs awarded.

## 2021 EARLY LEARNING COURSE LIST

### INFANT TODDLER COURSES

Infant and Toddler Social-Emotional Development (ITSE)\*

Engaging Families of Infants and Toddlers (ITFE)\*

Infant Developmental Stages: The First Year of Life (IFYL)

Using Observation to Support Developmentally Appropriate Practice with Infants and Toddlers (ITDAP)\*

Language Development for Infants and Toddlers (ITLD)

Health, Safety, and Nutrition for Infants and Toddlers (ITHSN)\*

Supporting Early Intervention with Infants and Toddlers (SEIT)

Trauma-Informed Care: The Impact of Toxic Stress on Infants and Toddlers (ITTIC)\*

Designing Infant and Toddler Learning Environments (ITLE)\*

Infant and Early Childhood Mental Health 1 (IECMH1)

Infant and Early Childhood Mental Health 2 (IECMH2)

Professionalism in Early Care and Education (PECE)\*

Effective Operations in Early Care and Education (EOECE)\*

\* = Also available in Spanish

## PRESCHOOL COURSES

Preschool Growth and Development: Maximizing Learning Experiences (PGD)\*  
Preschool Language Development (PLD)\*  
Preschool Learning Environments (PLE)  
Using Observation to Inform Individualized Instruction in Preschool (PKO)\*  
Understanding and Promoting the Development and Learning of Young Dual Language Learners (DLL1)  
Screening and Assessing Young Dual Language Learners (DLL2)  
Strategies to Support Young Dual Language Learners in Preschool (DLL3)  
Instructional Support in Preschool: Quality of Feedback (PQF)  
Preschool Health, Safety, and Nutrition (PHSN)  
Act 1: Getting Organized for Learning in Preschool (ACT1)  
Act 2: Planning for a Successful Year in Preschool (ACT2)  
Act 3: Designing Strategies and Refining Practice in Preschool (ACT3)  
Professionalism in Early Care and Education (PECE)\*  
Guiding Preschool Behavior and Building Classroom Community (PGB)  
Effective Operations in Early Care and Education (EOECE)\*  
Preschool Family Engagement (PFE)  
Preschool Trauma Informed Practice (PTIC)  
Reframing Challenging Behaviors (RCB)  
The Building Blocks of Preschool Literacy (PLIT)  
Why Ask Why? STEAM in Preschool Learning Environments (STEAM)  
Inclusion in the Preschool Setting (IPS)

## PROGRAM LEADER COURSES

Professionalism in Early Childhood Education Directors Version (PECE-D)\*  
Effective Operations in Early Care and Education (EOECE)\*  
Organizational Leadership in Early Care and Education (OLECE)  
Instructional Leadership in Early Care and Education (ILECE)  
Reframing Challenging Behaviors (RCB)

\* = Also available in Spanish

## 2021 EARLY LEARNING COURSE DESCRIPTIONS & OBJECTIVES

Course Abbreviation	Title	Description	Learning Objectives
<b>Infant Toddler</b>			
ITSE ITSE-S	<b>Infant and Toddler Social-Emotional Development</b> <b>Fomentando el Desarrollo Socioemocional Saludable en los Bebés y Niños Pequeños</b>	Social-emotional development is when infants and toddlers start to experience and express their feelings in socially appropriate ways. They form close and secure adult and peer relationships and explore and learn from their environment. In this course, you'll discover strategies that will help foster healthy social-emotional development in infants and toddlers.	The student will: <ul style="list-style-type: none"> <li>● Build partnerships with parents.</li> <li>● Create attachments with young infants.</li> <li>● Support parents of mobile infants and toddlers.</li> <li>● Establish healthy social-emotional development with infants and toddlers with special needs.</li> <li>● Promote self-regulation in infants.</li> <li>● Promote self-regulation in mobile infants and toddlers.</li> <li>● Create goodness of fit.</li> </ul>
ITFE ITFE-S	<b>Engaging Families of Infants and Toddlers</b> <b>Participación Familiar: Involucrando a las Familias de Bebés y Niños Pequeños</b>	In this course, you will learn how to foster a welcoming environment for families. The course addresses topics such as building trusting relationships, promoting child learning at home, and facilitating healthy transitions. In addition, you will gain information on community resources.	The student will: <ul style="list-style-type: none"> <li>● Welcome families into the program.</li> <li>● Build trusting relationships with families and children.</li> <li>● Engage families in learning and teaching.</li> <li>● Engage families in supporting children's learning at home.</li> <li>● Engage families with peers and community resources.</li> <li>● Engage families in supporting their child's transitions.</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Infant Toddler</b>			
IFYL	<b>Infant Developmental Stages: The First Year of Life</b>	<p>In this course, you will investigate the developmental milestones for the first year of life and take a look at how much a baby grows and changes in those first few months. You'll also discuss ways to set up the environment for each stage taking into consideration materials, routines, and best practices. In addition, you'll investigate the meaning of relationships and learn how important they are for an infant's learning.</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Observe and identify the different states of awareness and make decisions about when the baby needs quiet and when he or she is ready for an active learning experience.</li> <li>● Plan activities to support babies' growth and development during the first three months by connecting with families and promoting secure attachments between you and the baby.</li> <li>● Plan developmentally appropriate activities to support language and cognitive development in four to six-month-old babies.</li> <li>● Understand the progression of motor skills in seven to nine-month-old babies and plan activities to support language, cognitive, and motor development.</li> <li>● Plan developmentally appropriate activities for ten-twelve-month old babies through read alouds, rhymes, music, and other games and activities.</li> <li>● Plan to include parents as partners in the care of their baby through relationship-building activities.</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Infant Toddler</b>			
ITDAP ITDAP-S	<b>Using Observation to Support Developmentally Appropriate Practice with Infants and Toddlers</b> <b>El Uso de la Observación para Promover la Práctica Apropriadada al Desarrollo con los Bebés y Niños Pequeños</b>	In this course, you'll learn to use your observations to support developmentally appropriate practice with the infants and toddlers in your care. You'll understand what is meant by developmentally appropriate practice; the importance of your role as a careful observer; how to respond sensitively to children's needs; and increase your professional effectiveness.	The student will: <ul style="list-style-type: none"> <li>● Develop responsive relationships with infants and toddlers.</li> <li>● Observe and document the behavior of infants and toddlers.</li> <li>● Incorporate the understanding of culture in the early childhood environment.</li> <li>● Establish meaningful partnerships with families.</li> <li>● Plan activities for infants and toddlers with special needs.</li> <li>● Prepare a developmentally appropriate curriculum for infants and toddlers.</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Infant Toddler</b>			
ITLD	<b>Language Development for Infants and Toddlers</b>	In this course, you will learn about language development in infants and toddlers and gain practical skills to accelerate their children’s learning. The course addresses topics including facilitation, feedback, and conversation encouragement.	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Implement communication loops with the infants and toddlers in his/her care.</li> <li>● Select appropriate toys, books, and other materials to facilitate exploration of the environment and enhance language development.</li> <li>● Facilitate early language and speech skills with infants and toddlers through mediation.</li> <li>● Facilitate toddlers’ language development through conversations and questions throughout the day.</li> <li>● Provide quality feedback to toddlers by expanding and extending what they say.</li> <li>● Encourage peer conversations between the toddlers in his/her care.</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Infant Toddler</b>			
ITHSN ITHSN-S	<b>Health, Safety, and Nutrition for Infants and Toddlers</b> <b>Salud, Seguridad y Nutrición para Bebés y Niños Pequeños</b>	Providing a safe and healthy environment for very young children is extremely important. This course will specifically address how health, safety, and nutrition are interrelated and how caregivers influence children's early attitudes and health practices. The focus will be to address the needs of young children from birth to three years of age. This course will offer six main strategies that you can implement immediately with the children and families with whom you work.	The student will: <ul style="list-style-type: none"> <li>● Understand regulations for a safe and secure environment</li> <li>● Recognize and report abuse and neglect</li> <li>● Design safe environments</li> <li>● Support healthy bodies and minds in safe environments</li> <li>● Understand the effects of good nutrition and physical activity</li> <li>● Recognize special topics in infant/toddler care: SIDS, Shaken Baby Syndrome, and Swaddling</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Infant Toddler</b>			
SEIIT	<b>Supporting Early Intervention with Infants and Toddlers</b>	<p>Early intervention services are designed to help children birth to 36-months-old, with developmental delays or disabilities, acquire fundamental and new skills that usually develop during the first three years of life. Early intervention focuses on the child and the family. It recognizes that the family may need support in understanding and enhancing their child’s development and that they may also have concerns related to everyday experiences and daily routines or events. Research has shown that children who receive early intervention services have improved social and intellectual skills, are more independent, and have families who feel better able to meet their needs. This course will review the research and provide you with ways to support young children with developmental delays or disabilities and to combine support for families with individualized and early intervention services.</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Identify the importance of collaborating with families and service providers,</li> <li>● Discuss how to create a responsive environment,</li> <li>● Discuss how to foster social development and interactions,</li> <li>● Identify the most effective ways to support communication,</li> <li>● Discuss how to facilitate the development of life skills, and</li> <li>● Discuss how play supports brain development.</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Infant Toddler</b>			
ITTIC ITTIC-S Available Fall 2021	<b>Understanding Trauma-Informed Care with Infants and Toddlers</b> <b>Comprender el Cuidado Informado por el Trauma con Bebés y Niños Pequeños</b>	Learn to identify, educate, and care for infants and toddlers who have experienced trauma and abuse. The course provides information on identifying and reporting abuse and understanding the short- and long-term impacts of adverse childhood experiences. In addition, you will learn prevention strategies and trauma informed care techniques.	The student will: <ul style="list-style-type: none"> <li>● Learn to identify and report abuse of infants and toddlers</li> <li>● Understand the impact of adverse childhood experiences on child learning and development</li> <li>● Apply trauma care techniques and abuse prevention strategies</li> </ul>
ITLE ITLE-S	<b>Designing Infant and Toddler Learning Environments</b> <b>Diseñando Entornos de Aprendizaje para Bebés y Niños Pequeños</b>	In this course, you'll learn how to provide a warm, safe, and engaging learning environment for the infants and toddlers in your care. In addition, you'll develop a deeper understanding of how children learn, and what you can do to support their learning.	The student will: <ul style="list-style-type: none"> <li>● Create and maintain partnerships with families.</li> <li>● Provide a secure base: active and responsive caregiving.</li> <li>● Use rituals, routines, and schedules to support learning.</li> <li>● Create spaces for infant and toddler success.</li> <li>● Provide a learning environment for language and literacy.</li> <li>● Develop an individualized and emergent curriculum.</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Infant Toddler</b>			
IECMH1	<b>Infant and Early Childhood Mental Health Course 1: Theoretical Foundations</b>	<p>This course serves individuals who are exploring options for endorsement in infant and early childhood mental health, professionals who are currently practicing early mental health consultation, as well as early learning practitioners looking to deepen their understanding of how to support social emotional well-being in young children and their families.</p> <p>In this course you will learn the theoretical foundations that are essential for successful endorsement as an infant and early childhood mental health professional. This course also provides research-based information and strategies to support the promotion of early mental health across settings.</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Investigate ways to support parents’ capacity to care for themselves and their baby during and after pregnancy, and take steps to plan for a consultation meeting.</li> <li>● Explore strategies for helping parents strengthen the relationship with their child through responsive caregiving, and help parents build their skills to access help.</li> <li>● Discuss the importance of culturally-responsive practice and remaining culturally-attuned with families and children. Reflect on the role implicit biases play and learn how to take an equity stance in your work.</li> <li>● Investigate how negative experiences, such as trauma and other adverse experiences, affect the mental health of both children and adults.</li> <li>● Examine how to use behavioral observation to help determine why a child is behaving in a challenging way and explore ways to support the adults in the child’s life through positive behavior guidance.</li> <li>● Explore clinical early childhood disorders to build your knowledge base and discuss reflective practice and self-care strategies.</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Infant Toddler</b>			
IECMH2	<b>Infant and Early Childhood Mental Health Course 2: Direct Service Skills</b>	<p>This is the second of a two-course series that serves individuals who are exploring options for endorsement in infant and early childhood mental health, professionals who are currently practicing early mental health consultation, as well as early learning practitioners looking to deepen their understanding of how to support social emotional well-being in young children and their families.</p> <p>In this course you will learn about direct service skills as they apply to infant and early childhood mental health practice. In addition, early childhood professionals will explore research-based information and strategies to support the promotion of early mental health across settings.</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Describe and apply the central elements of building partnerships with families and caregivers.</li> <li>● Use observations to gather anecdotal records.</li> <li>● Identify the benefits of social-emotional screening and assessments in early childhood.</li> <li>● Advocate for families to access services and support them in advocating for themselves.</li> <li>● Promote healthy social and emotional development in young children by supporting their families and caregivers.</li> <li>● Guide early care and education environments in implementing trauma-informed care and support families in building their own protective factors.</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Infant Toddler</b>			
PECE PECE-S: Available Fall 2021	<b>Professionalism            in Early            Childhood            Education</b> <b>Profesionalismo            en la Educación            Infantil            Temprana</b>	In this course, you'll gain an understanding of professionalism as it relates to the field of early childhood education — what it means, why it's important, and how to achieve it. You've chosen a profession that has a tremendous impact on the lives of young, vulnerable children. We must be educated, familiar with research, aware of new evidence, and eager to embrace best practices.	The student will: <ul style="list-style-type: none"> <li>● Plan and implement a “learning through discovery and play” lesson for the children in your program.</li> <li>● Learn and practice the steps for choosing a quality curriculum for your program.</li> <li>● Reflect on their career goals and create their own professional development plan.</li> <li>● Recognize ethical responsibilities and dilemmas and commit to the ethical standards of the profession.</li> <li>● Become an advocate for the early learning profession and plan for advocacy success.</li> <li>● Understand developmentally appropriate practice (DAP) and team up with colleagues to create an intentional plan to share information and research-based strategies to support DAP.</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Infant Toddler</b>			
EOECE EOECE-S: Available Fall 2021	<b>Effective Operations in Early Childhood Education</b> <b>Operaciones Eficaces para Programas de Cuidado y Educación Temprana</b>	As a leader, it is essential to have access to resources that support your professional goals for achieving effective operations. It doesn't matter what type of early learning program you work in or operate: a child-care facility, preschool, family child care home, faith-based, or publicly funded program. It is essential that you strive to create a professional atmosphere within your setting. The environment you create impacts teacher-child interactions, how engaged the families will be, and how the overall program operates. This course will help guide you in your mission to create a successful, high-quality program to support fellow educators, children, and their families.	The student will: <ul style="list-style-type: none"> <li>● Identify him/herself as an early childhood professional and understand the importance of collaboration and how to create a team approach to working with children. (The concept of reflective practices will be explored and used throughout the course.)</li> <li>● Create a positive work environment and discuss ideas such as employee benefits, staffing patterns, and finding and retaining quality teachers and caregivers.</li> <li>● Examine how the assessment cycle applies to teachers working with young children and leaders working with teachers and caregivers in their program.</li> <li>● Understand the connection between teacher-child interactions, child assessments, and professional development opportunities.</li> <li>● Learn about financial planning through the understanding of budgeting basics by considering quality standards, marketing strategies, creating a business plan, and exploring innovative ways to work with other programs.</li> <li>● Connect with, and effectively engage, the families in the program.</li> <li>● Recognize the importance of partnering with families through home visits and the need to create an environment where they feel respected, included, and free to share their ideas.</li> <li>● Learn to organize and establish systems to manage the many program policies and regulations related to operating an early learning program.</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Preschool</b>			
PGD PGD-S	<b>Preschool Growth and Development: Maximizing Learning Experiences</b> <i>Desarrollo y Crecimiento de Niños Preescolares</i>	Children develop strong language skills when they are surrounded by rich conversations and vocabulary. In this course, you'll explore language development in young children and learn evidence-based strategies for helping children develop language skills and extend their vocabulary knowledge.	The student will: <ul style="list-style-type: none"> <li>● Use open-ended questions.</li> <li>● Extend child responses.</li> <li>● Use advanced language (vocabulary development).</li> <li>● Prompt thought processes.</li> <li>● Use self- and parallel talk.</li> <li>● Encourage peer conversations.</li> <li>● Support children with special needs and dual language learners.</li> </ul>
PLD PLD-S	<b>Preschool Language Development</b> <i>Desarrollo del Lenguaje en Niños Preescolares</i>	Children develop strong language skills when they are surrounded by rich conversations and vocabulary. In this course, you'll explore language development in young children and learn evidence-based strategies for helping children develop language skills and extend their vocabulary knowledge.	The student will: <ul style="list-style-type: none"> <li>● Use open-ended questions.</li> <li>● Extend child responses.</li> <li>● Use advanced language (vocabulary development).</li> <li>● Prompt thought processes.</li> <li>● Use self- and parallel talk.</li> <li>● Encourage peer conversations.</li> <li>● Support children with special needs and dual language learners.</li> </ul>
PLE	<b>Preschool Learning Environments</b>	In this course, you'll learn six specific evidence-based strategies to help you design a high-quality learning environment in your center or family child care home.	The student will: <ul style="list-style-type: none"> <li>● Arrange classroom space to increase children's learning.</li> <li>● Create learning centers.</li> <li>● Select and store learning materials.</li> <li>● Establish schedules and routines.</li> <li>● Plan for transitions.</li> <li>● Create caring and safe environments for children.</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Preschool</b>			
PKO PKO-S	<b>Using Observation to Inform Individualized Instruction in Preschool</b> <b>Utilizando Observaciones para Informar el Cuidado y la Enseñanza Individualizada de Niños Preescolares</b>	In this course, you'll explore how to effectively weave observation and assessment into your daily teaching practices in ways that best meet the needs of children.	The student will: <ul style="list-style-type: none"> <li>● Plan a screening process</li> <li>● Write objective and accurate anecdotal records</li> <li>● Develop specific learning objectives based on children's strengths and needs</li> <li>● Design classroom projects based on children's interests and learning needs</li> <li>● Understand the effects of home culture</li> <li>● Engage children with special needs</li> </ul>
DLL 1	<b>Understanding and Promoting the Development and Learning of Young Dual Language Learners (DLL 1)</b>	In this course, you'll learn about the major stages of learning the English language and use that information to help your children make the necessary adjustments needed when learning more than one language. In each cycle of this course, we will explore specific evidence-based strategies to help you engage dual language learners in your centers or family child care homes.	The student will: <ul style="list-style-type: none"> <li>● Identify the major stages of second language acquisition for preschool children who are learning English</li> <li>● Know and understand how children can learn more than one language during the early childhood years and how this positively influences brain development</li> <li>● Understand the importance of supporting the home language of dual language learners and learn classroom strategies to support home language maintenance</li> <li>● Demonstrate knowledge of specific instructional strategies that will help dual language learners acquire English language skills</li> <li>● Learn interactive storybook reading strategies that are appropriate for young dual language learners</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Preschool</b>			
DLL 2	<b>Screening and Assessing Young Dual Language Learners (DLL 2)</b>	In this course, you'll learn how to conduct fair and unbiased screenings and assessments of young dual language learners. You will learn what things to consider so you can determine whether a child's performance is linked to bilingual or multilingual exposure or a delay of some type. In addition, you'll learn to consider the influence of culture on children's development, how to gather information from families, and understand how exposure to more than one language may cause children's performance to vary on assessments in each language.	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Assist families of dual language learners in completing a home language questionnaire Use interpreters effectively to conduct assessments and communicate with families and children.</li> <li>● Conduct observations of children and collect language samples Assess children in English, as well as their home language, and create a plan to gather data from multiple sources.</li> <li>● Use assessment tools in languages other than English to monitor children's progress.</li> <li>● Understand a child's performance in each language in order to guide instruction.</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Preschool</b>			
DLL 3	<b>Strategies to Support Young Dual Language Learners in Preschool (DLL 3)</b>	This is the third course in a series of courses that focus on specific strategies for teaching dual language learners within a preschool setting. You will explore the difficulties dual language preschoolers might experience in the early learning setting and learn about language development in dual language learners. In addition, you will learn strategies to facilitate language development in dual language learners.	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Gain awareness of difficulties dual-language learners might encounter in the early learning setting</li> <li>● Understand the different language development trajectories of dual-language learners</li> <li>● Learn strategies to support dual-language learners in language acquisition</li> </ul>
PQF	<b>Instructional Support in Preschool: Quality of Feedback</b>	In this course, you'll learn more about the importance of providing quality feedback and explore simple ways to make your everyday interactions with children more beneficial for children. Specifically, you'll learn and apply evidence-based strategies to boost the quality of your feedback as you facilitate children's learning.	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Scaffold learning.</li> <li>● Encourage feedback loops to sustain conversations.</li> <li>● Prompt thought processes.</li> <li>● Expand children's understanding.</li> <li>● Use encouragement to provide specific feedback.</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Preschool</b>			
PHSN	<b>Preschool Health, Safety, and Nutrition</b>	Before children can be successful in their learning, they first and foremost need to be safe and well! In this course, you'll learn more about the importance of providing a safe and healthy learning environment. At the same time, you'll explore specific ways to make sure that your program is, in fact, doing all that it can to ensure the children's health and safety.	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Provide safety and security in the learning environment</li> <li>● Recognize and prevent child abuse and neglect</li> <li>● Maintain safe environments and space planning</li> <li>● Respond to health needs and immunizations</li> <li>● Support healthy living and nutrition</li> <li>● Include children with disabilities</li> </ul>
ACT 1	<b>Act 1: Getting Organized for Learning in Preschool</b>	This is the first course in a series of three created to help you organize, plan, and refine your practice with preschool children. In this course (ACT 1), you will learn to create effective learning environments, develop schedules, and promote social-emotional development. In addition, you will gain an understanding of literacy and mathematical development in preschool children.	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Create learning environment that fosters meaningful learning experiences</li> <li>● Create schedules, establish routines, and plan for transitions to provide a safe environment</li> <li>● Support social and emotional learning in preschool children</li> <li>● Support language development through engaging interactions</li> <li>● Support literacy development through alphabet knowledge and phonological awareness</li> <li>● Support mathematical thinking by fostering number sense and other math skills</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Preschool</b>			
ACT 2	<b>Act 2: Planning for a Successful Year in Preschool</b>	This is the second course in a series of three created to help you organize, plan, and refine your practice with preschool children. In this course (Act 2), you will learn to implement small-group activities, use observation to inform practices, and support literary and mathematical development. In addition, you will gain skills to aid preschool children in identity formation and emotion regulation. Before taking this course, participants must complete Act 1: Getting Organized for Learning in Preschool.	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Plan for and support children’s learning in small-group time.</li> <li>● Observe and document children’s learning to assist you in planning developmentally appropriate activities throughout the day.</li> <li>● Practice strategies for helping children develop a sense of identity and belonging and how to recognize and express their emotions.</li> <li>● Support oral language development through adult-child interactions, storybook reading, and listening comprehension.</li> <li>● Implement strategies to support alphabet knowledge and emergent writing.</li> <li>● Take advantage of naturally occurring opportunities throughout the day to support numbers and operations and patterns and seriation.</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Preschool</b>			
ACT 3	<b>Act 3: Designing Strategies and Refining Practice in Preschool</b>	This is the third course in a series of three created to help practitioners organize, plan, and refine their practice with preschool children. In this course (Act 3), participants learn to implement large-group activities, foster problem-solving skills, and promote literacy and mathematical development in preschool children. Prior to taking this course, participants must complete two prerequisites: Act 1: Getting Organized for Preschool and Act 2: Planning for a Successful Year in Preschool.	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Plan for and support children’s learning in large-group time.</li> <li>● Become actively involved in children’s learning experiences during center time.</li> <li>● Assist children in developing friendships and problem-solving skills.</li> <li>● Support oral language development and listening comprehension through interactive storybook reading.</li> <li>● Support alphabet knowledge, phonological awareness, and concepts of print.</li> <li>● Take advantage of naturally occurring opportunities throughout the day to support measurement and spatial relations, as well as scientific inquiry.</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Preschool</b>			
PECE PECE-S: Available Fall 2021	<b>Professionalism in Early Childhood Education</b> <b>Profesionalismo en la Educación Infantil Temprana</b>	In this course, you'll gain an understanding of professionalism as it relates to the field of early childhood education — what it means, why it's important, and how to achieve it. You've chosen a profession that has a tremendous impact on the lives of young, vulnerable children. We must be educated, familiar with research, aware of new evidence, and eager to embrace best practices.	The student will: <ul style="list-style-type: none"> <li>● Plan and implement a “learning through discovery and play” lesson for the children in your program.</li> <li>● Learn and practice the steps for choosing a quality curriculum for your program.</li> <li>● Reflect on their career goals and create their own professional development plan.</li> <li>● Recognize ethical responsibilities and dilemmas and commit to the ethical standards of the profession.</li> <li>● Become an advocate for the early learning profession and plan for advocacy success.</li> <li>● Understand developmentally appropriate practice (DAP) and team up with colleagues to create an intentional plan to share information and research-based strategies to support DAP.</li> </ul>
PGB	<b>Guiding Preschool Behavior and Building Classroom Community</b>	Participants explore the importance of building healthy relationships with preschoolers and learn strategies to promote a positive classroom community. In addition, participants investigate ways to support children as they develop social skills and learn strategies they can implement in their programs to guide preschoolers toward positive behaviors.	The student will: <ul style="list-style-type: none"> <li>● Plan ways to build positive relationships between children and establish trusting relationships with parents by focusing on positive communication and sharing children’s successes.</li> <li>● Learn specific ways to create positive classroom climates.</li> <li>● Support social-emotional development by helping children to recognize and communicate their feelings effectively.</li> <li>● Establish and communicate clear behavior expectations.</li> <li>● Use developmentally appropriate guidance approaches.</li> <li>● Implement strategies to promote social problem solving.</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Preschool</b>			
EOECE EOECE-S: Available Fall 2021	<b>Effective Operations in Early Childhood Education</b> <b>Operaciones Eficaces para Programas de Cuidado y Educación Temprana</b>	<p>As a leader, it is essential to have access to resources that support your professional goals for achieving effective operations. It doesn't matter what type of early learning program you work in or operate: a child-care facility, preschool, family child care home, faith-based, or publicly funded program. It is essential that you strive to create a professional atmosphere within your setting. The environment you create impacts teacher-child interactions, how engaged the families will be, and how the overall program operates. This course will help guide you in your mission to create a successful, high-quality program to support fellow educators, children, and their families.</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Identify him/herself as an early childhood professional and understand the importance of collaboration and how to create a team approach to working with children. (The concept of reflective practices will be explored and used throughout the course.)</li> <li>● Create a positive work environment and discuss ideas such as employee benefits, staffing patterns, and finding and retaining quality teachers and caregivers.</li> <li>● Examine how the assessment cycle applies to teachers working with young children and leaders working with teachers and caregivers in their program.</li> <li>● Understand the connection between teacher-child interactions, child assessments, and professional development opportunities.</li> <li>● Learn about financial planning through the understanding of budgeting basics by considering quality standards, marketing strategies, creating a business plan, and exploring innovative ways to work with other programs.</li> <li>● Connect with, and effectively engage, the families in the program.</li> <li>● Recognize the importance of partnering with families through home visits and the need to create an environment where they feel respected, included, and free to share their ideas.</li> <li>● Learn to organize and establish systems to manage the many program policies and regulations related to operating an early learning program.</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Preschool</b>			
PFE	<b>Preschool Family Engagement</b>	<p>In this course, you'll explore how to foster those meaningful relationships and create a truly welcoming environment for both children and families. You will also investigate methods of establishing effective two-way communication with families, how to collaborate and share knowledge, and how to provide opportunities to engage with families as decision makers.</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Implement strategies to create a warm and welcoming environment for families.</li> <li>● Enhance the learning environment with diverse materials and intentional teaching.</li> <li>● Communicate with families through consistent two-way communication and become more aware of your word choice, verbal and nonverbal communication styles, and how often you communicate.</li> <li>● Recognize the benefits of home visits while exploring strategies to make these visits meaningful to the families and children and implement additional ways families can share their knowledge and information with providers.</li> <li>● Empower families to see themselves as teachers and learners by collaborating with them to plan family workshops, problem-solve together, and explore educational topics with their children through the use of multiple intelligences.</li> <li>● Include families in their child's educational decisions and explore ways families can be part of the discussions about policies and procedures.</li> <li>● Create a variety of networking systems within your program to support families and become familiar with local, state, and national organizations that can support families.</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Preschool</b>			
PTIC	<b>Preschool Trauma-Informed Care</b>	It is critically important that early childhood teachers learn to identify, educate, and care for preschool age children who have experienced trauma and abuse. The course provides information on identifying and reporting abuse and understanding the short- and long-term impacts of adverse childhood experiences. In addition, you will learn prevention strategies and trauma informed techniques.	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Learn to identify and report abuse of preschool children</li> <li>● Understand the impact of adverse childhood experiences on child learning and development</li> <li>● Apply trauma care techniques and abuse prevention strategies</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Preschool</b>			
RCB	<b>Reframing Challenging Behaviors</b>	This course is designed to help early childhood professionals reduce the rates of preschool expulsion while promoting social and emotional development. It is created for program administrators and practitioners who work directly with young children. This course offers many strategies for supporting children’s social and emotional development and preventing challenging behaviors.	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Define suspension and expulsion in early learning settings and describe policy recommendations to reduce these disciplinary practices.</li> <li>● Articulate the impact of preschool suspension and expulsion on children and families and self-assess current attitudes and biases toward children and families.</li> <li>● Implement developmentally appropriate strategies to help children develop a sense of self and social awareness, and to learn to build positive relationships with their peers.</li> <li>● Plan and implement activities to proactively prevent challenging behaviors, including the steps to problem solving.</li> <li>● Collaborate with families, community resources, and other professionals to create behavior intervention plans for children with persistent challenging behaviors.</li> <li>● Identify and connect with professional resources, including early childhood specialists, to provide additional support for dealing with and preventing challenging behaviors.</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Preschool</b>			
PLIT	<b>The Building Blocks of Preschool Literacy</b>	<p>The ability to read and write is central to our daily lives. Early literacy refers to the development of reading, writing, listening, and speaking skills that are crucial for building the foundation of literacy success in later years. In this course, you'll learn about the development of early literacy skills and discover how to support these crucial building blocks for preschoolers' eventual success as readers and writers. Building these skills is very important because a child who enters kindergarten behind in literacy skill development will be at a long-term disadvantage. This course will review the research and provide you with ways to support the children in your group as they continue on their journey to becoming successful readers and writers.</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Identify ways to increase print awareness in your learning environment.</li> <li>● Discuss ways to teach letter and accompanying sound recognition that addresses diverse learning styles.</li> <li>● Identify the skill levels of phonological awareness and implement activities that support phonological awareness.</li> <li>● Discuss the importance of and conduct multiple, interactive read alouds.</li> <li>● Identify the stages of emergent writing and implement a variety of ways to support developing writers.</li> <li>● Discuss the attributes of story retells and reenactments and provide ways to engage families with their children's early literacy development.</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Preschool</b>			
STEAM	<b>Why Ask Why? STEAM in Early Childhood Learning Environments</b>	In this course, early childhood professionals will learn the research on the short- and long-term impacts of introducing young children to STEAM (science, technology, engineering, arts, and math) subjects and providing regular exposure to high-quality, hands-on learning opportunities. In addition, you will learn specific strategies on incorporating STEAM activities to build children’s non-cognitive skills and develop a foundation of understanding and appreciation of these critical subjects.	The student will: <ul style="list-style-type: none"> <li>● Understand research on the importance of including STEAM subjects in preschool settings</li> <li>● Learn strategies of incorporating STEAM subjects into curriculum</li> <li>● Support teachers in their efforts to implement STEAM activities and build non-cognitive skills</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Preschool</b>			
IPS	<b>Inclusion in the Preschool Setting</b>	<p>Every child is unique. All children have specific strengths, as well as areas for growth. Identifying children’s unique differences, meeting their individual needs, and building on their strengths to promote optimal learning and development is the foundation for this course. By taking this course, you’ll gain a better understanding of inclusion and special education services. We’ll explore a multitude of strategies for working with children with special needs in your learning environment, many of which are considered best practices for early learning in general. This course is designed to consider how to meet the needs of all children; therefore, even if you don’t have a child with a diagnosed disability in your program, you’ll be able to apply many of these strategies and see increased success in behavior, language, and social emotional skills with ALL of the children in your care!</p>	<p>The student will learn to:</p> <ul style="list-style-type: none"> <li>● Provide an inclusive environment for the children in your setting.</li> <li>● Interpret data to determine what a child is trying to communicate through his or her behaviors.</li> <li>● Analyze Universal, Prevention, and Intervention Level supports that benefit children in large group, small group, and individualized early learning experiences.</li> <li>● Modify play opportunities and create intentional learning opportunities through play.</li> <li>● Choose stories that will positively influence children’s behaviors in the learning environment.</li> <li>● Collaborate with families by building positive relationships and providing support and care.</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Program Leader</b>			
PECED PECED-S: Available Fall 2021	<b>Professionalism in Early Childhood Education: Director’s Version</b> <b>Profesionalismo en la Educación Infantil</b> <b>Temprana: Versión para Directores</b>	<p>In this course, early childhood educators will gain an understanding of professionalism as it relates specifically to the field of early childhood education — what it means, why it’s important, how to achieve it, and how to support early childhood personnel understand and achieve, as well. Early care and education is a profession that has a tremendous impact on the lives of young, vulnerable children. As such, early childhood professionals must be educated, familiar with research, aware of new evidence, and eager to embrace best practices.</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Plan and implement and/or support their personnel in planning a “learning through discovery and play” lesson for the children in your program.</li> <li>● Learn and practice the steps for choosing a quality curriculum for your program.</li> <li>● Reflect on their career goals and create their own professional development plan or support their personnel in this process.</li> <li>● Recognize ethical responsibilities and dilemmas and commit to the ethical standards of the profession.</li> <li>● Become an advocate for the early learning profession and plan for advocacy success.</li> <li>● Understand developmentally appropriate practice (DAP) and collaborate with their staff to create an intentional plan to share information and research-based strategies to support DAP.</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Program Leader</b>			
EOECE EOECE-S: Available Fall 2021	<b>Effective Operations in Early Childhood Education</b> <b>Operaciones Eficaces para Programas de Cuidado y Educación Temprana</b>	As a leader, it is essential to have access to resources that support your professional goals for achieving effective operations. It doesn't matter what type of early learning program you work in or operate: a child-care facility, preschool, family child care home, faith-based, or publicly funded program. It is essential that you strive to create a professional atmosphere within your setting. The environment you create impacts teacher-child interactions, how engaged the families will be, and how the overall program operates. This course will help guide you in your mission to create a successful, high-quality program to support fellow educators, children, and their families.	The student will: <ul style="list-style-type: none"> <li>● Identify him/herself as an early childhood professional and understand the importance of collaboration and how to create a team approach to working with children. (The concept of reflective practices will be explored and used throughout the course.)</li> <li>● Create a positive work environment and discuss ideas such as employee benefits, staffing patterns, and finding and retaining quality teachers and caregivers.</li> <li>● Examine how the assessment cycle applies to teachers working with young children and leaders working with teachers and caregivers in their program.</li> <li>● Understand the connection between teacher-child interactions, child assessments, and professional development opportunities.</li> <li>● Learn about financial planning through the understanding of budgeting basics by considering quality standards, marketing strategies, creating a business plan, and exploring innovative ways to work with other programs.</li> <li>● Connect with, and effectively engage, the families in the program.</li> <li>● Recognize the importance of partnering with families through home visits and the need to create an environment where they feel respected, included, and free to share their ideas.</li> <li>● Learn to organize and establish systems to manage the many program policies and regulations related to operating an early learning program.</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Program Leader</b>			
OLECE	<b>Organizational Leadership in Early Care and Education</b>	<p>In this course, you will learn the critical elements of organizational leadership and develop skills to effectively manage an early learning center or family childcare home. You will discover how the six dispositions of effective leaders impact the operational or business side of running an early learning program. You will explore concepts such as cost per child; income versus expenses; how technology can help reduce bad debt and increase communication; retaining high quality staff and collaborating with the community. Strategies will be provided so that leaders can immediately affect change and improve their bottom line.</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Learn the core elements of operational leadership</li> <li>● Articulate the six dispositions of an effective leader and how they relate to operational leadership in early care and education</li> <li>● Implement skills and strategies to improve the organization’s operational capacity</li> <li>● Better understand the components of managing a budget; staffing concerns; and daily operations within an early care and education setting</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Program Leader</b>			
ILECE	<b>Instructional Leadership in Early Care and Education</b>	Learn the foundational elements of instructional leadership and its importance in improving teacher practice and child outcomes. In this course, you will explore the six dispositions to being an effective leader. You will learn how to create a collaborative environment, where ongoing learning and professional growth is valued; reflective practice is implemented through coaching and mentoring; and data is used to inform program planning. You will better understand cultural competence, how to engage families, and how they transform children’s lives. You will also learn specific strategies to use with teachers, families, and other stakeholders within their early learning programs, which result in high quality early care and education settings.	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Learn the core elements of instructional leadership</li> <li>● Articulate the six dispositions of effective leadership and understand how they relate to instructional leadership in early care and education</li> <li>● Implement strategies to improve the instructional capacity of teacher leadership</li> <li>● Make informed program decisions using data, reflective practices, observational assessments, and collaboration</li> </ul>

Course Abbreviation	Title	Description	Learning Objectives
<b>Program Leader</b>			
RCB	<b>Reframing Challenging Behaviors</b>	<p>This course is designed to help early childhood professionals reduce the rates of preschool expulsion while promoting social and emotional development. It is created for program administrators and practitioners who work directly with young children. This course offers many strategies for supporting children’s social and emotional development and preventing challenging behaviors.</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Define suspension and expulsion in early learning settings and describe policy recommendations to reduce these disciplinary practices.</li> <li>● Articulate the impact of preschool suspension and expulsion on children and families and self-assess current attitudes and biases toward children and families.</li> <li>● Implement developmentally appropriate strategies to help children develop a sense of self and social awareness, and to learn to build positive relationships with their peers.</li> <li>● Plan and implement activities to proactively prevent challenging behaviors, including the steps to problem solving.</li> <li>● Collaborate with families, community resources, and other professionals to create behavior intervention plans for children with persistent challenging behaviors.</li> <li>● Identify and connect with professional resources, including early childhood specialists, to provide additional support for dealing with and preventing challenging behaviors.</li> </ul>