

## Other Training

MRTQ PDN offers these additional trainings outside of the Core Knowledge Training program:

★ **Introduction to Infant Mental Health: Issues and Practice** – Delivered in partnership with the Maine Association for Infant Mental Health. Covers an introduction to mental health in early childhood for children prenatal through age eight. **(18 hours)**

**Teaching Adult Learners** – Required for all Approved Trainers with Maine Roads to Quality. Covers the aspects of teaching adult learners in both face-to-face and online settings. **(18 hours)**

**Distress or Eustress: Which Will You Choose?** – Discusses the impact of stress in our lives, specifically for those working in early childhood settings. **(6 hours)**

**Teambuilding: The Collective Wisdom of Teams** – Covers ideas to work in a team within a child care program, including defining a “team” and teambuilding exercises. **(6 hours)**

## Questions?

Please contact MRTQ PDN if you have any questions.

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**Or visit our Online Training Calendar at:**

<https://ececalendarmaine.org>

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# Training Catalog 2019



MAINE  
ROADS  
TO QUALITY  
PROFESSIONAL DEVELOPMENT NETWORK

## Core Knowledge Training Overview

Maine Roads to Quality Professional Development Network offers a wide range of training opportunities for all early childhood and out-of-school time professionals in Maine. Core Knowledge Training denotes a standardized set of curricula covering the following eight Core Knowledge Areas:

1. Healthy, safe environments
2. Child development
3. Developmentally appropriate practice
4. Observation and assessment
5. Guidance
6. Relationships with families
7. Individual and cultural diversity
8. Business and professional development

Core Knowledge Training is delivered by instructors with a Master's Degree in early childhood education (or a closely related field) who have taken additional training regarding teaching adult learners.

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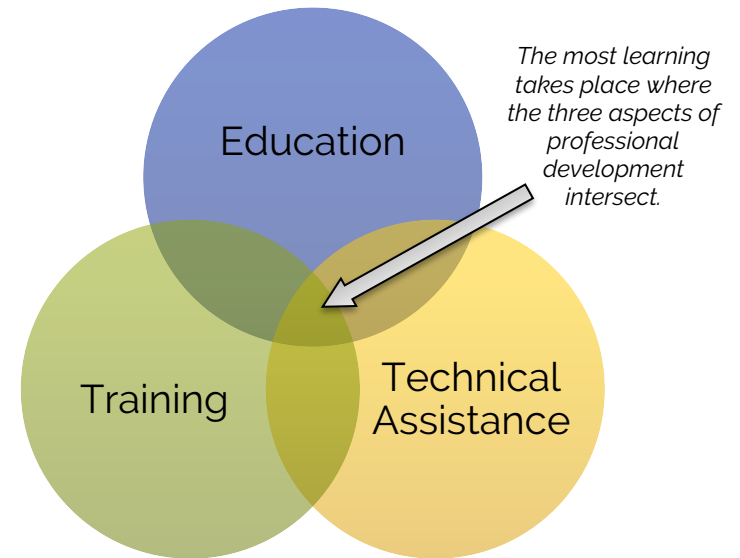
*Core Knowledge Training offers a consistent body of knowledge regarding best practices in early childhood education for both new and experienced practitioners.*

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*Maine Roads to Quality Professional Development Network Core Knowledge Training is funded by the Maine Department of Health and Human Services, Office of Child and Family Services, Child Care Development Block Grant.*

## Linking Training with Technical Assistance

Maine Roads to Quality Professional Development Network has created a statewide system to offer technical assistance (TA) services to early childhood and out-of-school time programs working to improve program quality. The TA System supports the reflective processes that practitioners need in order to apply the theories and information learned through education and/or training to improve or sustain best practices.



TA services offered by MRTQ PDN include:

- Phone and email support
- The Maine Inclusion Warm Line
- On-site consultation
- Peer-to-peer networks, including:
  - Communities of Practice (CoPs)
  - Accreditation support cohorts
  - Maine Credential cohorts

You can learn more about the all of the TA services offered by MRTQ PDN on our website at [mrtq.org](http://mrtq.org) – click on “Technical Assistance.”

## Child Care Leadership Institutes

*This series of trainings is designed for those who serve as the administrator or director of a child care or out-of-school time program.*

### ★ **Child Care Leadership Institute I: Building the Foundation for Quality in Early Childhood Programs** –

Covers theory and legality as related to operating a center-based or out-of-school time program, the essential skills of staff hiring and supervision, family communication, professionalism, and self-survival within the art of program administration. Employing real-life case studies and scenarios, the training moves participants through the process of directing a center with increasingly difficult crisis resolution presented in each session. As the curriculum builds in complexity, lecture and resources will be provided to guide participants through the work. **(30 hours)**



### ★ **Child Care Leadership Institute II: Leadership in Early Childhood Education Today** – Builds upon topics

introduced in Child Care Leadership Institute I and is specifically oriented toward practitioners who are interested in expanding their leadership skills while working through the intricacies of directing a center-based or out-of-school time program. Concentrates on the issues of leadership, supervision, communication, and organizational climate. Designed to guide an established director in assessment and refinement of leadership style, facilitative work with staff teams, and continued growth in leadership abilities. **(30 hours)**

### ★ **Child Care Leadership Institute III: Transforming Leaders and Programs** – Builds upon topics introduced in

Child Care Leadership Institutes I and II and is specifically oriented toward practitioners who are interested in expanding their leadership skills and becoming advocates for young children and their families. **(30 hours)**

## Professional Development Planning

Core Knowledge Training can be used toward a number of professional development goals, such as:

- Moving up on the MRTQ Registry Career Lattice for Direct Care, Public School, and Legal, Unregulated practitioners (up to Level 4);
- Meeting training requirements for national accreditation;
- Earning a Child Development Associate (CDA) credential;
- Meeting annual training requirements for Maine Child Care Licensing;
- Earning a Maine Credential.

## Maine Credentials

MRTQ PDN administers the Maine Credentials:

- ★ Infant Toddler Credential – an entry-level credential designed for professionals working with infants and toddlers
- ★ Youth Development Credential – an entry-level credential designed for professionals working with children in out-of-school time settings
- ★ Director Credential – designed for program directors and administrators; can be used as part of the Alternative Pathway to meet director qualifications for accreditation through NAEYC
- ★ Inclusion Credential – an advanced credential designed for professionals who already have a degree or credential; focuses on inclusive practices with any age group or in any setting

The stars shown above correspond to the training required for each Maine Credential. For more information, visit the MRTQ PDN website at: <https://mrtq.org/index.php/mainecredentials/>

## Training by Age Group

### Infants and Toddlers

★ **Caring for Infants, Toddlers, and Their Families** – Covers the unique aspects of caring for infants and toddlers, including establishing relationships with families, understanding temperament, developing curriculum for infants and toddlers, and creating welcoming environments. **(30 hours)**



★ **Supporting Maine's Infants and Toddlers: Guidelines for Learning and Development** – Designed to guide practitioners through the use of the document *Supporting Maine's Infants and Toddlers* in their program. **(30 hours)**

### Preschoolers

★ **Curriculum and Development for Preschool Children** – Covers planning and implementing curriculum for all preschool children, regardless of their abilities. **(30 hours)**

★ **Maine's Early Learning and Development Standards** – Designed to guide practitioners through the use of the document *Maine's Early Learning and Development Standards* in their program. **(30 hours)**

★ **Bridge to MELDS** – An abbreviated version of the 30-hour training, this 15-hour training is designed to guide practitioners who have completed the training "Maine's Early Childhood Learning Guidelines" in the new document *Maine's Early Learning and Development Standards*. **(15 hours)**

★ **Linking Assessment to Curriculum in the Preschool Classroom** (for center-based staff) – Developed specifically to help teachers link observations and assessments to curriculum planning in a center-based preschool classroom. **(9 hours)**

## Training on Quality, Inclusive Practices

*Unless noted, trainings are appropriate for practitioners in any setting.*

★ **Collaborating with Others to Support Inclusion** – Have you ever been confused by the alphabet soup of all the team members working with families: CDS, IEP, IFSP, CBHS, CSHN, Section 28, etc.? Working as a team to support children with disabilities can sometimes be a challenge and we might sometimes wonder about the right things to say and do. In this training we will discuss:

- Strategies for collaborating with both families and other professionals when it comes to caring for children with disabilities.
- Team building strategies.
- Communication styles.
- Conflict resolution skills. **(12 hours)**

★ **Positive Supports and Challenging Behavior**

– This training provides a brief introduction to the many facets of preventing and responding to situations of challenging behavior in early childhood programs. This hands-on training will involve dialogue with your peers and the facilitators. The goal of this training is to help you feel more confident and competent when faced with challenging behaviors in your program. **(15 hours)**



## Training on Quality, Inclusive Practices

*Unless noted, trainings are appropriate for practitioners in any setting.*

★ **Inclusive Child Care** – Covers a wide range of topics to help practitioners understand and promote inclusion in early childhood programs. **(30 hours)**

★ **Foundations of Inclusion: Relevant Laws, Featuring the Americans with Disabilities Act** – This training will give an introduction on the history of disabilities and inclusion in the United States as well as relevant laws governing the way inclusive services and supports are delivered. Participants will explore:

- How belief and attitudes have historically influenced how services and supports are developed.
- Their own values and beliefs about disability and inclusion.
- The specific application of the Americans with Disabilities Act (ADA) and why this topic is important to creating quality, inclusive settings. **(6 hours)**

★ **Foundations of Universal Design and Individualizing** – In this training, participants will gain knowledge about the concept of Universal Design (UD) and how to individualize for all children. Topics will include:

- The philosophy of UD as a way of creating communities.
- The "what" and "how" of establishing a community so that all children can benefit.



Practicing simple modification and adaptation strategies to support children's success in the early childhood and school age care setting. **(12 hours)**

## Training by Age Group

### School Age Children and Youth

★ **Working with School Age Children and Youth** – Covers the aspects of caring for school age children in out-of-school time settings.



Topics covered include developing positive relationships, planning curriculum, health and safety, and adolescent development. **(30 hours)**

★ **Creating Inclusive Youth Development Settings** – Designed to introduce you to planning, developing, and implementing curriculum to meet the unique needs of all school-age children and youth. Covers an introduction to inclusion, legal requirements for including all children, family supports, universal design, curriculum design, specific disabilities, collaboration among partners, challenging behaviors, and specific helpful resources. **(30 hours)**

★ **Links to Learning** – Provides tools for creating afterschool programs that effectively connect home, school, afterschool, peers and the community. The content builds on the latest research on topics such as resiliency, homework support, and youth engagement. **(45 hours)**

## Training Covering All Age Groups

*Unless noted, trainings are appropriate for practitioners in any setting.*

**Getting Started in Family Child Care** (for new family child care providers) – Required by Child Care Licensing in Maine for new family child care providers. Covers the basic aspects of operating an in-home child care program. **(6 hours)**

**Creating Peace and Honoring Diversity** – An opportunity for participants to enter a journey of “self” and “others.” Incorporates many activities from various cultural backgrounds and multiple intelligences. **(18 hours)**

**Environments in Early Care and Education** – Describes the aspects of high quality environments for children in all early childhood and out-of-school time settings, including both indoor and outdoor spaces. **(30 hours)**

**Early Childhood Education: Theory to Practice** – Covers the history of the field of early childhood education, including important theorists and influential thinkers. **(9 hours)**

**Fostering the Social Emotional Development of Young Children** – Covers helping children develop social skills, self-confidence, and build their social and emotional intelligence. Includes information about building relationships, assessing the environment and curriculum for possible adaptations, and how to build internal controls and self-regulation skills in children. Consideration will also be paid to how to prepare for and involve specialists if our interventions do not bear fruit. **(30 hours)**



## Training Covering All Age Groups

*Unless noted, trainings are appropriate for practitioners in any setting.*

**Partners in Caring: Families and Caregivers** – Outlines the importance of developing positive relationships with families and creating a family-friendly program. **(12 hours)**

**Foundations of Health, Wellness, and Safety** – Covers topics related to the health and safety aspects of

early childhood programs, including reducing the spread of illness, nutrition and physical activity, environmental hazards, and working with children with special health care needs. **(18 hours)**



**Your Professional Development Portfolio** – Gives an introduction to creating a professional portfolio for the individual – the what, why, and how. Participants will gain an understanding of how and why a portfolio promotes professionalism, learn the components of a professional portfolio, and begin to develop their own professional portfolio, including a philosophy statement, résumé, and evidence that supports their competence as a professional. **(9 hours)**