

**A Manual for Using the Massachusetts EEC Preschool Learning Experiences Course For  
Professional Development  
Self Study Guide**

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The *Massachusetts EEC Preschool Learning Experiences Course* is based on the *Guidelines for Preschool Learning Experiences* and the *Early Childhood Program Standards for Three and Four Year Olds* published by the Massachusetts Department of Early Education and Care in 2003. The *Massachusetts EEC Core Competencies Course* is based on the *Massachusetts Core Competencies for Early Education and Care and Out-of-School Time Educators*. These modules use video, audio and text to illustrate the standards in an effort to make the information more accessible. Our goal is to assist early childhood education professionals in understanding and applying the guidelines when selecting activities for preschoolers.

While designed as a one-credit course, the material is also available online for professional development and self-study.

This manual is designed to guide early childhood professionals to use these materials by explaining the technological requirements, the organization of the content, and the process of the course. In addition, faculty from UMass Boston are conducting a research component related to the use of this course. All participants are encouraged to take part in the survey after completion of this course.

## **I. Technology Requirements**

All content is available online at the UMass Boston OpenCourseWare site which can be found at <http://ocw.umb.edu>.



There are currently two courses available under Early Education Development.

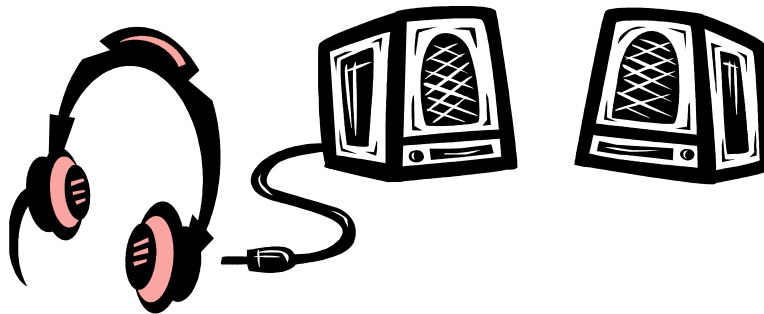
*EEC Preschool Learning Experiences Course*  
*EEC Core Competencies Course*

**Internet:** It is important to have a working Internet connection when viewing the presentation so that audio and video clips, which are hosted online, can be heard and seen.



**Video:** The videos will play in common video players like *RealPlayer* or *QuickTime*. If the videos do not play on your computer, you will need to install one of these programs in order to fully utilize the online course.

- *RealPlayer* is available for free at <http://www.real.com/> OR
- *QuickTime* is available for free at <http://www.apple.com/quicktime/download/>



**Sound:** The course includes recorded audio to go along with the printed text. The use of computer speakers or headphones is encouraged.

**PDF Reader:** Many of the resources in the modules have been created as PDFs. If your computer is not currently set up to view PDFs, a free PDF reader is available at <http://get.adobe.com/reader>.

It may be useful to have a folder on their computer or a flash drive to keep copies of all of the materials for each session.

## **I. Content for Professional Development:**

### **Purpose of the Material:**

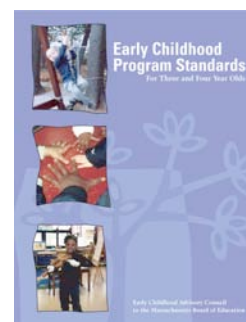
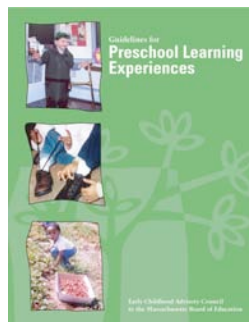
The material is designed to support early childhood education professionals with the knowledge and skills necessary to teach content areas according to the preschool learning guidelines, or state standards. Each session is based on one section of the *Guidelines for Preschool Learning Experiences*. Each session will explain the standard and give examples of how to teach the standard within an integrated curriculum. Through presentations, online resources, readings, and assignments, participants will gain knowledge of the components of the content areas in the Preschool Learning

Experiences. The last session will cover the content of the *Early Childhood Program Standards* and ways that these standards can be incorporated into daily practice.

### Objectives of the Material:

After the completion of all sessions, participants will have gained the knowledge, skills, and competencies to:

1. Explain each of the standards and describe ways to teach them to preschool-aged children
2. Design lesson plans and units to teach various academic and social skills throughout the preschool day
3. Identify individual learning experiences related to a specific content area in a classroom, video, or lesson plan
4. Teach the guidelines in a classroom and evaluate their lessons for effectiveness



### Content for the Guidelines for Preschool Learning Experiences:

1. Preschool Learning Experiences for English/Language Arts
2. Preschool Learning Experiences for Mathematics
3. Preschool Learning Experiences for Science/Technology and Engineering
4. Preschool Learning Experiences for History and Social Science
5. Preschool Learning Experiences for Health Education
6. Preschool Learning Experiences for Arts
7. Early Childhood Program Standards



## **Content for the Core Competencies:**

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

Core Competency 2: Guiding and Interacting with Children and Youth

Core Competency 3: Partnering with Families and Communities

Core Competency 4: Health, Safety and Nutrition

Core Competency 5: Learning Environments and Implementing Curriculum

Core Competency 6: Observation, Assessment and Documentation

Core Competency 7: Program Planning and Development

Core Competency 8: Professionalism and Leadership

The content of the *Preschool Learning Experiences Course* links with the Core Competencies 1,5 and 6.

## **II. Process for using the materials**

Each participant should have a copy of:

1. *Guidelines for Preschool Learning Experiences* available at:  
[http://www.eec.state.ma.us/docs1/research\\_planning/ta\\_guideprelearnexper.pdf](http://www.eec.state.ma.us/docs1/research_planning/ta_guideprelearnexper.pdf)
2. *Early Childhood Program Standards for Three and Four Year Olds* available at:  
[http://www.eec.state.ma.us/docs1/research\\_planning/ta\\_earlychildprogstan.pdf](http://www.eec.state.ma.us/docs1/research_planning/ta_earlychildprogstan.pdf)
3. *Core Competencies for Early Care and Out-of-School Time Educators* available at:  
[http://www.eec.state.ma.us/docs1/prof\\_devel/core\\_comp\\_packet.pdf](http://www.eec.state.ma.us/docs1/prof_devel/core_comp_packet.pdf)

It is highly recommended that the sessions be completed in order. Each section builds on the knowledge and skills learned in the previous section. However, individual sessions can be completed to improve skills in a particular area.

For the *Preschool Learning Experiences Course*, each session has the following format:



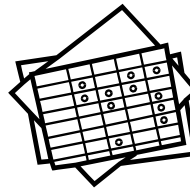
- 1) Read the appropriate section of:
  - *Guidelines for Preschool Learning Experiences* or
  - *Early Childhood Program Standards for Three and Four Year Olds* or
  - *Core Competencies for Early Care and Out-of-School Time Educators*



- 2) View the presentation and listen to the audio track.  
Be sure to click on the links to watch the additional videos in the presentation.



- 3) For further study, read the articles linked on the website.



- 4) Look over the Scope and Sequence checklist listed with the assignment This document can help educators track how they are meeting the standards and see where they need to do more work to reach a particular standard.



- 5) Take the quiz to self-assess learning.



- 6) Complete the assignment to understand application of knowledge. All assignments include a rubric to guide your understanding.



- 7) View additional resources (when applicable) on the topic including additional articles and web links.

## **EEC will let you know how to get credit for these courses in QRIS and how to evaluate the assignments.**

For the *Core Competencies Course*, each session has the following format:



- 1) Read the appropriate section of:
  - *Core Competencies for Early Care and Out-of-School Time Educators*



- 2) View the presentation and listen to the audio track.  
Be sure to click on the links to watch the additional videos in the presentation.



- 3) For further study, read the articles linked on the website.



- 4) Take self-assessment to determine your understanding of the specific competency.



- 5) Complete the assignment to understand application of knowledge. Participants complete a reflection and developing a professional development plan.



- 6) View additional resources on the topic including additional articles and web links.

## **EEC will let you know how to get credit for these courses in QRIS and how to evaluate the assignments.**

### **Course Logistics for Each Course When Completing All Modules**

15 hours required to complete each course

- Theory and practice
- Presentations between 30-45 each including video links
- Course readings and web resources

Reflection and application

- Quizzes
- Assessments
- Assignments

### **III. Information about the research component**

Researchers at UMass Boston are conducting a study about the usefulness of the content and technology used in the modules. Please consider taking the research survey at the end of the modules. You will find a link to the survey on the OpenCourseWare Course Homepage/UMass Online Course Home Page.



The researchers at UMass Boston are interested in the usefulness of these courses to you as an early childhood educator. They are also interested in the convenience and comfort level you have with online learning and technology for professional development.

This is completely voluntary and has no impact on the course. There is no penalty for not participating.

Your participation is critical to helping EEC develop and implement professional development opportunities that meet your needs for content and format. Only through your responses can we better understand the usefulness of the presentation of the content in these courses and the best way to use technology to support the professional growth of the early education and out of school time workforce in Massachusetts.

Thank you again for your generous participation.

#### **IV. Additional Resources Related to the Preschool Learning Experiences**

Barnett, W.S., Young, J.W., & Schweinhart, L.J. (1998). How preschool education influences long-term cognitive development and school success. In W.S. Barnett & S.S. Boocock (Eds.), *Early care and education for children in poverty: Promises, programs, and long-term results*. Albany: State University of New York Press.

Bergen, D., & Coscia, J. (2001). *Brain research and childhood education: Implications for educators*. Olney: Association for Childhood Education International.

Cook, R.J. (2004). Embedding assessment of young children into routines of inclusive settings: A systematic planning approach. *Young Exceptional Children*, 7 (3). 2-11.  
NASP (National Association of School Psychologist). (2002). Position Statement on Early Childhood Assessment. Bethesda: Online  
[www.nasponline.org/information/pospaper\\_eca.html](http://www.nasponline.org/information/pospaper_eca.html)

Cook, R., Klein, D., and Tessier, A., (2007) *Adapting Early Childhood Curricula for Children with Special Needs* (7th Edition) Prentice Hall.

Curtis D. & Carter, M. (2005). *Reflecting Children's Lives: A Handbook for Planning Child-Centered Curriculum*. St. Paul, MN: Redleaf Press

Curtis, D. & Carter, M. (2007). *Learning Together With Young Children: A Curriculum Framework for Reflective Teachers*. St. Paul, MN: Redleaf Press.

Dickinson, D.K., & Tabors, P.O. (Eds.) (2001). *Beginning Literacy with Language: Young Children Learning at Home and School*. Baltimore: Paul Brookes Publishing.

Dodge, D.T., Heroman, C., Charles, J., & Maiorca, J. (2004). Beyond outcomes: How ongoing assessment supports children's learning and leads to meaningful curriculum. *Young*

*children*, 59(1), 20-29

- Geist, E., (2009). *Children are Born Mathematicians: Supporting Mathematical Development, Birth to Age 8*. Prentice Hall.
- Genishi, C. Editor, (1992). *Ways of Assessing Children and Curriculum: Stories of Early Childhood Practice*. New York, New York: Teacher College Press.
- Gould, P. and Sullivan, S. (2005). *The Inclusive Early Childhood Classroom: Easy Ways to Adapt Learning Centers for All Children*. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.
- Gronlund, G. (2006). *Make Early Learning Standards Come Alive: Connecting Your Practice and Curriculum to State Guidelines*. St. Paul, Minnesota: Redleaf Press.
- Harris Helm, J., and Katz, L. (2000) *Young Investigators*. New York, New York: Teacher College Press
- Hart, B., & Risley, T.R. (1995). *Meaningful differences in everyday experience of young American children*. Baltimore: Paul H. Brookes.
- Henniger, M.L., (2002) *Teaching Young Children*. NJ: Pearson Education, Inc.
- Howes, C. (2002). *Teaching 4 to 8-year olds*. MN: Paul H. Brookes.
- Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Sandall, S.R., Giacomini, J., Smith, B.J., & Hemmeter, M.L. (Eds.) (2006). DEC recommended practices toolkits (CD-ROM). Missoula, MT: Division for Early Childhood of the Council for Exceptional Children.
- Seefeldt, Carol, (2005). *How to work with standards in the early childhood classroom*. New York: Teacher College Press.
- Shonkoff, J., and Phillips, D. (Eds.). (2002). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.