

Massachusetts Core Competencies for Early Education and Care and Out-of-School Time Educators

University of Massachusetts Boston, University College
**#XXX - Core Competencies for Early Education and Care & Out-of-School Time
 Educators
 For Professional Development**

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Office Location: Campus, Healey Library, 5th floor Curriculum Resource Center

Office Hours: Wednesday, 5 to 6 pm, email or call to schedule at another time

This is the online version of Core Competencies:

Course Description:

This course is designed to provide early childhood education professionals with the knowledge and skills to assess their own level in terms of the eight core competencies, across the infant-toddler, preschool and out-of-school age range. This survey course consists of eight learning modules. Each module is based on one of the eight core competencies: 1) understanding growth and development of children and youth, 2) guiding and interacting with children and youth, 3) partnering with families and communities, 4) health, safety and nutrition, 5) learning environments and curriculum, 6) observation, assessment and documentation, 7) program planning and development, and 8) professionalism and leadership.

The learning modules serve as a tool to educate participants about the initial level of each competency, an additional online survey will allow the participant to evaluate his/her own knowledge of the competency, and then will develop a plan to extend that knowledge through readings provided and resources that explain the science supporting each competency.

Prerequisite: none

Objectives of Course: Students will:

1. Become familiar with the base indicator level of knowledge and skills in each competency.
2. Complete a self-assessment for each of the eight competencies, to determine: initial, mid, or advanced level for each indicator.
3. In each competency, identify the skills and knowledge that they need to acquire or deepen.
4. Identify the links between the core competencies and EEC licensing regulations; NAEYC Code of Ethics; DEC recommended practices; Guidelines for Preschool Learning Experiences; Early Childhood Program Standards; NAFCC, NAEYC or COA Accreditation; Common Core Standards; and various MA curriculum frameworks.
5. Create a short-term, individualized professional development plan for the immediate year and a long-term plan for a five-year period.

Text: no purchased books; all reading materials are available online

Blackboard Vista On-line Course Materials:

For Blackboard support, visit:

http://umb.edu/index.php/it/services_detail/blackboard_student_support/

Some Tips for Getting Started:

You will be listening to online presentations, so be sure you have access to sound, either through headphones or your computer's speakers.

Another consideration is PDF reader for many of the online resources, especially articles or in a PDF format which allows for the finish look to display consistently on computers. If your computer is unable to open the PDF file, a reader is available for free on the internet. The most common is Adobe Reader is available at <http://get.adobe.com/reader/>; other readers can be found by using a web search.

You verification of completing the online module is in printing out the surveys (actually self-assessments of your knowledge and skills for each module). If you are unable to print it out, please email marylu.love@umb.edu be sure to mention your PQ number and the survey you need sent to you. It will be attached as a PDF file.

Required Assignments for All Students:

1. ***Online PowerPoint***
 - Discussion reflecting on the material in the PowerPoint
2. ***8 Survey*** to identify current knowledge of
3. ***Professional Development Plan – short term***
4. ***Professional Development Plan- long term***

Methods of Evaluation:

Assessment:	Related Course Objectives	% of grade
Participation in <ul style="list-style-type: none"> • two WIMBA session • 8 online classes & weekly reading 	All	10%
Eight Self-Assessment surveys	1 & 2	20%
Short term professional development plan	All	20%
Long term professional development plan	All	20%
8 Discussions: <ul style="list-style-type: none"> ▪ reflections on prompt ▪ respond to two other students 	All	30%

Accommodations:

Section 504 and the American with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must present and discuss these recommendations with each professor within a reasonable period, preferably by the end of the Drop/Add period.

Code of Student Conduct

Students are required to adhere to the Code of Student Conduct, including requirements for academic honesty, delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog, and relevant program student handbook(s). Visit the UMass Boston library website to learn more about using citations and how to avoid plagiarism: <http://www.lib.umb.edu/node/2789>.

Sessions:

Week 1 Core Competency Area #1 - Understanding the Growth and Core Development of Children and Youth

1. Watch online PowerPoint
2. Post to appropriate level discussion (initial, mid, advanced) by April 2nd
3. Complete Survey and print out copy and submit in assignment box, due April 6th
4. Reply to two other discussions (you can reply to discussion at any level) by April 6th
5. Read support materials of your choice

Week 2 = Core Competency Area #2 – Guiding and Interacting with Children and Youth

1. Watch online PowerPoint
2. Post to appropriate level discussion (initial, mid, advanced) by April 9th
3. Complete Survey and print out copy and submit in assignment box, due April 14th
4. Reply to two other discussions (you can reply to discussion at any level) by April 14th
5. Read support materials of your choice

Week 3 = Core Competency Area #3 – Partnering with Families and Communities

1. Watch online PowerPoint
2. Post to appropriate level discussion (initial, mid, advanced) by April 16nd
3. Complete Survey and print out copy and submit in assignment box, due April 20th
4. Reply to two other discussions (you can reply to discussion at any level) by April 20th
5. Read support materials of your choice

Week 4 = Core Competency Area #4 – Health, Safety, and Nutrition

1. Watch online PowerPoint
2. Post to appropriate level discussion (initial, mid, advanced) by April 23rd
3. Complete Survey and print out copy and submit in assignment box, due April 27th
4. Reply to two other discussions (you can reply to discussion at any level) by April 27th
5. Read support materials of your choice

Week 5 = Core Competency Area #5 – Learning Environments and Implementing Curriculum

1. Watch online PowerPoint
2. Post to appropriate level discussion (initial, mid, advanced) by April 30th
3. Complete Survey and print out copy and submit in assignment box, due May 4th
4. Reply to two other discussions (you can reply to discussion at any level) by May 4th
5. Read support materials of your choice

Week 6 = Core Competency Area #6 – Observation, Assessment, and Documentation

1. Watch online PowerPoint
2. Post to appropriate level discussion (initial, mid, advanced) by May 7th
3. Complete Survey and print out copy and submit in assignment box, due May 11th
4. Reply to two other discussions (you can reply to discussion at any level) by May 11th

5. Read support materials of your choice

Week 7 = Core Competency Area #7 – Program Planning and Development

1. Watch online PowerPoint
2. Post to appropriate level discussion (initial, mid, advanced) by May 14th
3. Complete Survey and print out copy and submit in assignment box, due May 18th
4. Reply to two other discussions (you can reply to discussion at any level) by May 18th
5. Read support materials of your choice

Week 8 = Core Competency Area #8 – Professionalism and Leadership

1. Watch online PowerPoint
2. Post to appropriate level discussion (initial, mid, advanced) by May 21st
3. Complete Survey and print out copy and submit in assignment box, due May 25th
4. Reply to two other discussions (you can reply to discussion at any level) by May 25th
5. Read support materials of your choice