

# Child Care Training Course Overview

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### Difference between Competency Exams and CEU Assessment:

In order to use child care training courses to meet the Department of Children and Families mandated training requirements for licensure, individuals must pass a corresponding competency exam. Information about the competency exams may be found at [www.myflfamilies.com/childcaretraining](http://www.myflfamilies.com/childcaretraining) under the “Competency Exams” heading.

In order to use child care training courses for either Staff or Director Credential Renewals, individuals must earn CEUs. In order to earn CEUs, an individual must attend **100%** of training course (online or instructor-based), prior to completing the assessment, complete the training course evaluation/satisfaction survey, and pass the CEU assessment for specific training course with a score of at least 80% or higher. Course attendance must be completed prior to taking the CEU assessment. CEUs will not be earned if the CEU assessment is completed prior to the attendance requirement being met.

For **Department of Children and Families courses**, after completing a course, either online or instructor-based, an individual can access the CEU assessment by logging into the training system, selecting “My Student Information” on the Personal Menu, then selecting the “My CEUs” tab. CEU assessments to be completed will be listed under the “Continuing Education Units (CEUs) Awaiting Action” section. The CEU assessment will be available for **60 days** from the date the course is completed. If the assessment is not passed within the 60-day time period, the individual will lose the opportunity to earn CEUs for the specific course. Each individual will have three (3) opportunities to pass the CEU assessment within the 60-day time period. Once a score of 80% is met, the CEUs will be issued and appear on the Child Care Training Transcript. If the assessment is not passed in three (3) attempts, the individual will lose the opportunity to earn CEUs for the specific course.

For **Department of Education – Division of Early Learning courses**, the CEU assessment is within the course. In order to receive credit for completing the course, an individual must pass the CEU assessment with a minimum of 80% success rate.

### Division of Early Learning VPK Training Requirements

VPK instructors are required to complete three 5-hour emergent literacy courses by July 1, 2022 and an additional 5-hour emergent literacy course every five years. Additionally, all VPK instructors must complete the Implementing the Florida Standards: 3 Years Old to

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Kindergarten training by July 1, 2022.

VPK directors are required to hold a VPK Director credential or have a valid DOE issued certificate in Educational Leadership. More information on these requirements may be found on the DEL's [Professional Development & Training](#) webpage.

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### Family Child Care Home and Child Care Facility Training Courses (Part I)

#### **Behavioral Observation and Screening (BOSR)**

(6-hour/0.6 CEUs: Online and Instructor-led)

The Florida Legislature recognized the importance for child care providers to complete formal training on how to observe and screen children for possible development delays. This course was designed to ensure child care professionals understand the principles of observation and screening in order to guide learning opportunities and detect early warning signs of delay, disability, abuse and neglect. Upon completion of this course, participants will be able to:

- Describe guidelines and best practices used for observation and screening
- Explain how and when to use different observation and screening methods and how to select them
- List agencies and organizations that assist with screening, assessment, and evaluation

#### **Child Care Facility Rules and Regulations (RNRF)**

(6-hour/0.6 CEUs: Online and Instructor-led)

This course is designed to give child care providers an overview of the state and local rules and regulations that govern licensed child care facilities. In addition to the Florida Statutes and Florida Administrative Code, the course includes information about the Americans with Disabilities Act and being a child care professional. Upon completion of this course, participants will be able to:

- Define how regulations define a child care provider's role and responsibilities
- State specific child care Florida Statutes and Florida Administrative Codes
- Describe how the Americans with Disabilities Act relates to child care
- Define the principles of achieving and maintaining professionalism

#### **Child Growth and Development (CGDR)**

(6-hour/0.6 CEUs: Online and Instructor-led)

This course is intended to provide child care professionals with the basic principles of child growth and development. You will also learn how these principles affect children's learning, and best practices associated with guiding children's behaviors towards appropriate expectations, and methods associated with addressing challenging behaviors. Participants will understand the role of Developmentally Appropriate Practice in the design of quality care environments. Upon completion of this course, participants will be able to:

- Explain the difference between growth and development
- Describe each of the basic principles of child growth and development
- Describe how environment, heredity, birth order, health status and developmental obstacles influence the development of a child
- Identify typical growth and skill expectations for the early learning domains
- Apply appropriate techniques for handling challenging behaviors
- Define developmentally appropriate practice and identify components of developmentally appropriate learning environments.

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### **Family Child Care Home Rules and Regulations (HOME)**

(6-hour/0.6 CEUs: Online and Instructor-led)

This course is designed to give child care providers an overview of the state and local rules and regulations that govern registered and licensed family day care homes and large family child care homes. In addition to the Florida Statutes and Florida Administrative Code, the course includes information about the Americans with Disabilities Act, being a child care professional and key business practices for operators. Upon completion of this course, participants will be able to:

- Define how regulations define a child care provider's role and responsibilities
- State specific child care Florida Statutes and Florida Administrative Codes
- Describe how the Americans with Disabilities Act relates to child care
- Define the principles of achieving and maintaining professionalism

### **Health, Safety and Nutrition (HSAN)**

(8-hour/0.8 CEUs: Online and Instructor-led)

This course is designed to assist child care professionals identify the key principles of a healthy and safe child care environment as well as provide a basic understanding of child nutrition. Upon completion of this course, participants will be able to:

- Identify characteristics of a healthy child and child care environment
- Define processes and procedures to establish and maintain a safe child care environment
- Explain the role of the caregiver during mealtimes

### **Identifying and Reporting Child Abuse and Neglect (CAAN)**

(4-hour/0.4 CEUs: Online and Instructor-led)

This course provides child care professionals with an overview of the various types of abuse and neglect, the legal responsibility of mandatory reports, and the proper procedure for reporting abuse and neglect. Upon completion of this course, participants will be able to:

- Identify types and risk factors of child abuse and neglect
- Explain the role of the caregiver in reporting child abuse and neglect

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## Child Care Facility Training Courses (Part II)

### **Infant and Toddler Appropriate Practices (ITPR)**

(5-hour/0.5 CEUs: Online and Instructor-led)

This course is designed for child care professionals responsible for the care of children birth through 36 months. The course provides an overview of the need for quality care, stages of development, appropriate interactions, learning environments and experiences, health and safety practices, positive guidance strategies, observation and assessment, relationships with families, and quality caregivers. Upon completion of this course, participants will be able to:

- Explain how developmentally appropriate practice applies to infants and toddlers
- Describe the early childhood theories that apply to infants and toddlers
- Identify developmental alerts for infants and toddlers
- Explain the concept of play and how to encourage learning with infants and toddlers
- Describe an effective learning environment
- Demonstrate a model of desirable behavior
- List the importance of quality relations with children and families in care

### **Preschool Appropriate Practices (PSPR)**

(5-hour/0.5 CEUs: Online and Instructor-led)

This course is designed for child care professionals responsible for the care of children 3 to 5 years old. The course provides an overview of the need for quality care, stages of development, learning environments, health and safety practices, enhance development and learning, creating a positive, caring community of learners, positive guidance strategies, observation and assessment, relationships with families, and quality caregivers. Upon completion of this course, participants will be able to:

- Identify how developmentally appropriate practice applies to young children
- Describe the early childhood theories that apply to young children
- Identify developmental alerts for young children
- Define the concept of play and how to encourage learning with young children
- Identify the elements an effective learning environment
- Define appropriate disciplinary practices that comply with state and federal law
- Identify the benefits of building a classroom community

### **School-Age Appropriate Practices (SAPR)**

(5-hour/0.5 CEUs: Online and Instructor-led)

This course is designed for child care professionals responsible for the care of children 5 to 12 years old. The course provides an overview of the need for quality care, stages of development, learning environments and experiences, methods for creating a positive, caring community of learners, positive guidance strategies, observation and assessment, relationships with families, and quality caregivers. Upon completion of this course, participants will be able to:

- Describe how developmentally appropriate practice applies to school-age children
- Identify the early childhood theories that apply to school-age children
- Identify developmental alerts for school-age children

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- Explain the concept of play and how to encourage learning with school-age children
- Define the elements an effective learning environment
- Explain the importance of being a role model of acceptable behavior
- Describe the benefits of building a classroom community

### **Special Needs Appropriate Practices (SNP)**

(10-hour/1 CEUs: Online and Instructor-led)

This course is intended to help child care professionals provide care to children who have disabilities, developmental delays, or intellectual gifts. The course includes an overview of the knowledge and skills that will help providers work with children, information about support network services available, and assists providers learn how to comply with federal and state laws. Upon completion of this course, participants will be able to:

- Define inclusive child care
- Explain the legal requirements regarding child care and serving children with special needs
- Recognize typical and atypical development in children
- Summarize family involvement principles
- Describe most common issues and challenges in serving children with special needs
- List local, state, and national agencies and organizations

### **Understanding Developmentally Appropriate Practice (UDAP)**

(5-hour/0.5 CEUs: Online and Instructor-led)

This course provides individuals with an overview of the concept of developmentally appropriate practice. Within the course, individuals will learn the definition of developmentally appropriate practice, why it is important, who it impacts, when it should be used, where it is seen in providing quality child care, and how can the concept be implemented in a professional manner. Upon completion of this course, participants will be able to:

- Define the three principle components of developmentally appropriate practice
- Identify structural and process indicators of quality child care
- Create parent involvement strategies
- Explain how children develop according to early childhood theorists as they related to the early learning developmental domains
- Summarize the NAEYC guidelines for effective teaching practices

In order to use this course to meet the Part II requirement, individuals **must** complete this course with one of the age-specific courses (Infant and Toddler, Preschool, or School-Age Appropriate Practices)

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## Child Care In-service Training Courses

### **Achieving and Maintaining Quality in Afterschool Programs (AMAP)**

(12-hour/1.2 CEUs: Online)

The training is a combination of both the Standards for Quality Afterschool Programs (SQAP) and Quality Self-Assessment and Improvement for Afterschool Programs (QSAI).

#### **Standards for Quality Afterschool Programs (SQAP)**

The *Standards for Quality Afterschool Programs*, developed in conjunction with the Florida Afterschool Network, provides afterschool staff and administrators with standards and best practices that will assist them in achieving quality afterschool programming. Upon completion of this course, participants will be able to:

- Implement the elements of the Standards for Quality Afterschool Programs

#### **Quality Self-Assessment and Improvement for Afterschool Programs (QSAI)**

*Quality Self-Assessment and Improvement for Afterschool Programs* offers instruction to afterschool providers in the use of the principles of self-assessment and improvement planning to enhance their program services to children and families. Upon completion of this course, participants will be able to:

- Complete the Quality Self-Assessment of an afterschool program

***Note:*** In addition to in-service training, this school-age training course (AMAP) may be used to meet the 12-hour optional training requirement for staff working with school-age children as outlined in section 65C-22.008(4), Florida Administrative Code and section 4.2, School-Age Child Care Licensing Handbook. These courses cannot be used to meet the Child Care Facility or Large Family Child Care Home Part II mandated training requirement.

### **Basic Guidance and Discipline (BGD)**

(5-hour/0.5 CEUs: Online)

This overview course on basic guidance and discipline provides caregivers with the fundamental basics of setting up an early childhood environment to support the positive guidance and discipline of children, rather than punishment. The course contains six training modules: Guidance vs. Punishment, Self-control and Composure, Developmental Milestones, Setting up Proper Environments, and the Discipline Toolbox. The Discipline Toolbox is a tool which introduces the caregiver to 20 of the most challenging yet common behaviors and provides suggestions on how to help guide children through these behaviors. Upon completion of this course, participants will be able to:

- Explain the difference between discipline and punishment
- List key skills for maintaining self-control
- Describe typical and atypical behavior
- Explain the caregiver role in establishing a caring emotional environment

### **Challenging Behaviors Awareness and Prevention (CBAP)**

(5-hour/0.5 CEUs: Online)

This course was developed to ensure that Florida's child care professionals are familiar with common examples of challenging behaviors exhibited by children as well as causes of these behaviors and methods of prevention. Upon completion of this course, participants will be able to:

- Encourage children's development of self-esteem and positive self-image

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- Identify examples of challenging behaviors and their causes
- Describe a variety of activities to reduce challenging behaviors

### **Child Care Personnel Orientation (CCPO)**

(5-hour/0.5 CEUs: Online)

The goal of the Florida Child Care Personnel Orientation course is to provide an overview of professional requirements and best practices for individuals who are entering the field of child care in Florida before an individual completes their mandatory training. Upon Completion of this course, participants will be able to:

- Identify the types of child care programs and services available in Florida.
- Recognize key resources available for child care professionals.
- Summarize safety requirements of Florida's child care programs.
- Describe health requirements of Florida's child care programs.
- Recognize key concepts for meeting children's developmental needs while in care.

List personnel requirements of Florida's child care programs.

### **Coping with Emergencies (CWE)**

(4-hour/0.4 CEUs: Online)

The Coping with Emergencies course was created as a follow-up to the FEP course. The goal of the Coping with Emergencies in Child Care Programs course is to help child care providers cope with emergencies and situations they may face in the child care setting.

Upon completion of this course, participants will be able to:

- Identify common terms and procedures related to emergency preparedness
- Describe methods of preparing for emergencies in a child care program
- Describe the procedures used during emergencies requiring evacuations to ensure the safety of everyone in the child care program
- Describe the techniques used during emergencies requiring the shelter-in-place and lockdown procedures to ensure the safety of everyone in the child care program
- Identify and describe coping techniques that are useful when helping children who are struggling with and overcoming difficulties following a disaster, emergency, or personal loss

### **Developmentally Appropriate Classroom Management (DACM)**

(3-hour/0.3 CEUs: Online)

The goal of the course is to provide early childhood professionals with strategies necessary for helping children to develop social and emotional skills. Upon completion of this course, child care professionals will be able to:

- Identify the core components of developmentally appropriate practice
- Select factors that impact children's behavior and classroom management
- State the importance of developmentally appropriate classroom management
- Choose the elements necessary for developmentally appropriate classroom management
- Select activities that reinforce developmentally appropriate classroom management strategies

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### **Early Childhood Computer Learning Centers (CLC)**

(5-hour/0.5 CEUs: Online)

This course is designed to provide child care professionals with information regarding computer learning centers. This course includes an overview of the benefits of computer learning centers, creating computer learning centers, software selection, integrating computers into teaching strategies and best practice suggestions. Upon completion of this course, participants will be able to:

- Describe the learning opportunities offered by computer use in the classroom
- List safety issues and how to address them
- Explain different types of appropriate software
- Describe how to use the computer to support, enhance, and broaden teaching strategies

### **Early Literacy for Children Birth to Three (ELC)**

(5-hour/0.5 CEUs: Online)

This overview course on early literacy for children age birth to three contains four training modules: Introduction to Early Literacy, Language Development in Infants and Toddlers, Relationships and Environments Supporting Language Development, and Literacy Resources. This course satisfies the early literacy training requirement for child care professionals in child care facilities, family day care homes, and large family child care homes. Upon completion of this course, participants will be able to:

- Explain the importance of early learning experiences
- Identify developmental characteristics of children age birth through three
- Create an early literacy action plan

### **Effective Communication for Child Care (ECCC)**

(2-hour/0.2 CEUs: Online)

This course was developed to explore different methods of communication and relates to techniques to improve communication with both children and adults. Upon completion of this course, participants will be able to:

- Define different types of communication
- Describe professional methods of communicating in child care programs
- Explain best practices and guidelines for communicating professionally in writing
- Identify methods of addressing conflict in a professional manner

### **Fire Safety and Emergency Preparedness (FEP)**

(4-hour/0.4 CEUs: Online)

This training provides child care professionals with information and best practices about fire safety and emergency preparedness to ensure the safety of the children in their care, always. The course includes how to plan, prepared, and responds to a variety of emergencies and disasters including fires, floods, extreme weather, chemical spills, and hostile encounters. Upon completion of this course, participants will be able to:

- Identify the basic elements of emergency preparedness
- Plan, conduct, and document emergency drills
- Explain best practices in fire safety

## Child Care Training Course Overview

### **Food Hygiene in Child Care Programs (FHCC)**

(2-hour/0.2 CEUs: Online)

Food hygiene is important in child care to keep children from getting sick.

The goal of the Food Hygiene in Child Care Programs course is to make certain that child care professionals understand the importance of food hygiene practices and can apply best practices to ensure the safety of the children in their care. Upon completion of this course, participants will be able to:

- Explain the importance of food safety
- Identify the requirements for food safety in child care programs
- Summarize practices that ensure food safety in the child care environment
- Identify the requirements for serving food from outside sources

### **Guide to Record Keeping (GRKR)**

(3-hour/0.3 CEUs: Online)

The goal of the course is to provide child care professionals with the knowledge necessary to keep their programs compliant with record keeping requirements mandated by the Florida Statutes and Administrative Code. Upon completion of this course, participants will be able to:

- Explain the role of the regulatory authority and the child care program in monitoring record keeping compliance
- Summarize the regulatory requirements for maintaining program records
- Identify the regulatory requirements for maintaining personnel records
- Describe the regulatory requirements for maintaining children's records
- Examine record keeping strategies

### **Healthy Habits for Quality Child Care (HHCC)**

(3-hour/0.3 CEUs: Online)

The goal of the course is to provide child care professionals with procedures to use to identify and establish healthy habits in themselves, children, and families. Upon completion of this course, child care professionals will be able to:

- Recognize indicators of physical, mental, and social-emotional health
- Recognize procedures to establish habits
- Identify methods to encourage personal growth through positive daily habits

### **Mentoring 101 for Child Care Professionals (MENT)**

(1-hour/0.1 CEUs: Online)

Mentoring is a relationship-based professional development method to assist new and experienced early childhood educators. Mentoring provides an individualized approach to meet the needs of professionals. During this course, participants will be provided the basics of effective mentor programs, tools to begin setting up a program, and resources to assist in the implementation. Upon completion of this course, participants will be able to:

- Define mentoring
- Identify characteristics of effective mentors and mentees
- Explain the roles in mentoring
- Develop a plan to implement a mentoring program

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### **Obesity Prevention and Healthy Lifestyles (OPHL)**

(3-hour/0.3 CEUs: Online)

This course was developed to assist Florida's child care professionals teach children how to develop healthy eating habits and live a physically active lifestyle. Upon completion of this course, participants will be able to:

- Describe the obesity problem facing Florida's children.
- Discuss the importance of healthy eating habits and list ways programs can promote them
- Identify age-appropriate activities that promote healthy physical activity in children
- Implement activities with children and families to encourage healthy lifestyles

### **Performance Reviews: A Tool for Professional Development (PRPD)**

(1-hour/0.1 CEUs: Online)

Performance reviews should be used as tool to assist child care professional in their career growth. This course will discuss what information should be included in performance reviews and strategies for collecting it. The course will also include information on how to share the results of the performance review as well as follow-up with staff so they can create professional development plans. Upon completion of this course, participants will be able to:

- Identify elements of an effective performance review
- Discuss tips for conducting performance reviews
- Explain how to share results of performance reviews
- Develop professional development plans from performance reviews

### **Playground Safety (PGS)**

(4-hour/0.4 CEUs: Online)

This course provides information about licensing requirements, design standards and best practices developed by recognized authorities that help make playgrounds safer. Upon completion of this course participants will be able to:

- Describe licensing requirements associated with the outdoor play area and fixed playground equipment
- Identify the safety hazards associated with the outdoor play environment, including water safety
- Understand industry design standards and best practices that help make playgrounds safer
- Recognize the importance of inspections and maintenance in keeping the outdoor play area and equipment safe

### **Quality in Child Care Setting (QCCS)**

(5-hour/0.5 CEUs: Online)

This course was developed to provide principles and best practices that will enhance the growth and development of children in child care settings. Upon completion of this course participants will be able to apply specific best practices to obtain quality in these areas:

- Staff-Child Interaction
- Indoor/Outdoor Equipment and Space
- Health, Safety and Nutrition
- Program Operations

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### **Safe Sleep Practices for Child Care (SAFE)**

(1-hour/0.1 CEUs: Online)

The purpose of this course is to ensure that caregivers are familiar with and properly use, safe sleep-related practices. Upon completion of this course, participants will be able to:

- Recognize the consequences of unsafe sleep-related practices
- Identify safe sleep-related practices used in a sleeping environment
- Explain The Safe Sleep Campaign
- Identify several resources that can be used
- Develop a plan to share resources with parents and others

### **Safety in Child Care Programs (SCCP)**

(4-hours/0.4 CEUs: Online)

The mission of the Department is to protect the health and safety of children in out of home care. The goal of the Safety in Child Care Programs course is to provide strategies for child care professionals to use to ensure children are safe when participating in out-of-home care. Upon completion of this course, participants will be able to:

- Explain why safety is a priority in quality care
- Identify strategies to maintain safety in child care related to general requirements
- Describe strategies to ensure a safe physical environment safe
- Summarize strategies for record keeping

### **Stay Compliant with the Top Ten Violations (SCTT)**

(3-hour/0.3 CEUs: Online)

The goal of the course is to identify the most common violations present in child care programs in Florida, and strategies for achieving and maintaining compliance. Upon completion of this course, child care professionals will be able to:

- Recognize the important of compliance with licensing standards
- Identify strategies for maintaining a safe and healthy environment for children
- Choose record keeping strategies for compliance with licensing standards
- Describe the process for reviewing and updating policies and procedures to meet licensing standards

### **Supporting Children with Developmental Disabilities (SCDD)**

(5-hour/0.5 CEUs: Online)

This course will present child care providers with practical instruction on caring for children with developmental disabilities. It describes the characteristics of Autism Spectrum Disorders, Down syndrome and other intellectual and cognitive disabilities, and Attention Deficit Hyperactivity Disorder (ADHD); explains inclusion and its benefits; and addresses guiding behavior in children with developmental disabilities, including strategies and best practices on addressing challenging behaviors.

Although Supporting Children with Developmental Disabilities is designed as a stand-alone course, participants may find it beneficial to take the Department of Children and Families' online course, Special Needs Appropriate Practices first, because it presents general fundamentals on caring for children with all types of special needs and a more in-depth discussion on ADA requirements. To register for Special Needs Appropriate Practices, or to learn more about the course, click the on-screen link.

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### **Supporting Literacy in School-Age Programs (SLSA)**

(5-hour/0.5 CEUs: Online)

The goal of the Supporting Literacy in School-Age Programs course is to prepare out-of-school time (OST) practitioners to foster the development of reading of writing in school-age children and to identify and address risk factors for delays in literacy in order to mitigate or prevent future illiteracy. Upon completion of this course, participants will be able to:

- Define terms related to school-age literacy
- Compare and contrast the roles and responsibilities of outof-school time practitioners who support the development of literacy in school-age children with that of their parents and elementary, middle, and high school teachers
- Describe the developmental process related to literacy and the implications on school-age children
- Explain how the development of literacy can be supported in various components of school-age programs
- Provide examples of how to assess and improve literacy initiatives in school-age child care settings
- Name the characteristics of effective literacy initiatives in school-age programs
- Relate best practices in implementing literacy curricula throughout the components of school-age child care programs
- Describe how to identify delays in a child's literacy development
- Identify risk factors that may cause delays in the development of literacy
- Recall methods of addressing individual needs in literacy development
- Provided with examples of programs and children, identify pathways to improvement based in best practices and research presented in this course.

### **Tips for Selecting the Right Staff (TIPS)**

(1-hour/0.1 CEUs: Online)

The purpose of this course is to help supervisors select the right the person during the hiring process. This course will include information on reviewing and analyzing resumes, interviewing, and making the selection. It will also discuss new hire orientation, which is important to ensure the new hire is prepared to join the program. Upon completion of this course, participants will be able to:

- Review resumes and applications for key hiring information
- Prepare for an informative interview
- Evaluate resume, application, and interview information to use in hiring decisions
- Develop an effective orientation for new staff

### **Train-the-Trainer (TTT)**

(6-hour: Instructor-led)

The Train the Trainer course introduces innovative training techniques which address the specific characteristics of adult learners attending child care training and poses realistic training challenges new trainers will face. Beyond group discussions and questioning techniques, participants will gain insight and hands-on experience with other strategies

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such as role plays, motivation activities and adult learning centers. Finally, the module describes the purpose and procedures for conducting an effective child care training program. Upon completion of this course, participants will be able to:

- Implement the Office of Child Care Regulation instructor-led courses

### **Transportation Safety (TRS)**

(2-hour/0.2 CEUs: Online)

This course provides information about licensing requirements and best practices designed to help keep children safe while passengers in child care program vehicles.

Upon completion of this course, participants will be able to:

- Understand transportation requirements necessary for licensing
- Describe driver hiring and training best practices
- Know vehicle inspection requirements and best practices for vehicle maintenance
- Explain the proper use of the transportation log

### **Trauma-Informed Care for Child Care Professionals (TICC)**

(5-hour/.5 CEUs: Online)

This course provides child care professionals with the knowledge, skills, and abilities to handle the impacts of traumatic events on the children and families they serve. Upon completion of this course, participants will be able to:

- Explain how protective factors help children recover from trauma
- Identify the developmental indicators of traumatic stress
- Describe trauma-informed care and its impact on child care professionals

### **Trauma-Informed Care for Child Care Program Directors (TICD)**

(40-hour/4.0 CEUs: Instructor-Led)

This multi-session course will assist child care programs in implementing trauma-informed care for families they serve. This multi-session course requires the completion of outside assignments and readings. Upon completion, child care program directors will be able to:

- Recognize the signs of trauma impacting children
- Examine the importance of self-care
- Apply tools to help children regulate emotions and behaviors
- Evaluate the physical learning environment for trauma-sensitive supports
- Develop a plan for creating a trauma-sensitive program

### **Trauma-Informed Care for Child Care Program Directors - Hybrid (TICDHI)**

(40-hour/4.0 CEUs: Both online and instructor-Led)

This course is a hybrid learning environment of both online and instructor-led sessions.

This multi-session course will assist child care programs in implementing trauma-informed care for families they serve. This multi-session course requires the completion of outside assignments and readings. Upon completion, child care program directors will be able to:

- Recognize the signs of trauma impacting children
- Examine the importance of self-care
- Apply tools to help children regulate emotions and behaviors
- Evaluate the physical learning environment for trauma-sensitive supports
- Develop a plan for creating a trauma-sensitive program

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### **Understanding Attention Deficit Hyperactivity Disorder and Sensory Processing Disorder (UAS)**

(3-hour/.3 CEUs: Online)

The goal of the course is to help early childhood educators understand these conditions and identify their early signs. It will also explain how to include children who have them.

Upon completion of this course, child care professionals will be able to:

- Explain attention deficit hyperactivity disorder
- Describe how ADHD impacts children
- Explain sensory processing disorder
- Describe how SPD impacts children
- Explain how to support children with ADHD and SPD in early learning environments

### **Water Safety in Child Care Programs (WSCC)**

(2-hour/.2 CEUs: Online)

This course provides information to help child care programs improve water safety practices to protect children in their care. Upon completion of this course, participants will be able to:

- Explain how drowning occurs
- Summarize water safety rules and regulations
- Identify the best practices for protecting children

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### Department of Education – Division of Early Learning Courses

#### **Book Embedded Vocabulary Instruction: Language and Vocabulary Development (BEP)**

(5-hour/0.5 CEUs: Instructor-led)

This instructor-led course is appropriate for administrative staff, directors and teachers of 3-, 4-, and 5-year-old children. Participants will learn how to implement the Book Embedded Vocabulary Instructional strategy which:

- Facilitates vocabulary teaching and learning.
- Allows children to learn new vocabulary words within an engaging activity.
- Increases oral vocabulary.
- Provides children with opportunities to hear advanced vocabulary.

**This course consists of three learning components:** the instructor-led component, a lesson planning and practice component, and a virtual reflection session. Upon completion of all three learning components participants will receive 5 hours/.5 CEU credits.

***This course meets 5 hours of the emergent literacy course requirement for VPK educators.***

#### **Building a Strong Foundation for Emergent Literacy (BSFEL)**

(5-hour/0.5 CEUs: Instructor-led)

This instructor-led course provides foundational content focused on emergent literacy skills and instruction. This course is most appropriate for directors, new VPK instructors and/or preschool instructors who are new to early childhood education. Participants will learn about the importance of developmentally appropriate practices to support children as they develop emergent literacy skills (alphabet and print knowledge, language and vocabulary, phonological awareness and emergent writing).

**This course consists of three learning components:** the instructor-led component, a lesson planning and practice component, and a virtual reflection session. Upon completion of all three learning components participants will receive 5 hours/.5 CEU credits.

***This course meets 5 hours of the emergent literacy course requirement for VPK educators.***

#### **Building a Strong Foundation for Emergent Literacy (VIEL21)**

(5-hour/0.5 CEUs: Online)

The goal of this course is to present evidence-based research and developmentally appropriate implementation strategies designed to enhance emergent literacy skills and instruction in the preschool classroom. This course is most appropriate for new VPK instructors and/or preschool instructors who are new to early childhood education.

***This course meets 5 hours of the emergent literacy course requirement for VPK educators.***

## Child Care Training Course Overview

### **Child Development in the School Readiness Program (DEVSR)**

(4-hour/0.4 CEUs: Online)

The goal of the Child Development in the School Readiness Program course is to help caregivers of young children understand child development and support children as they grow and learn. This is one of the courses that meets the health and safety requirements for School Readiness Programs.

### **Developing the Socially and Emotionally Competent Child (VSE2)**

(4-hour/0.4 CEUs: Online)

This interactive course, intended for preschool educators, highlights the importance of supporting children's developing social and emotional competence. An emphasis is placed on strategies intended to promote the skills necessary for young children to effectively navigate their social world. Participants will be presented with specific approaches for teaching emotional literacy and friendship skills, as well as strategies to support preschoolers as they learn to manage anger and disappointment.

### **Dialogic Reading: Language and Vocabulary Development (DRP)**

(5-hour/0.5 CEUs: Instructor-led)

This instructor-led course is appropriate for administrative staff, directors and teachers of 3-, 4-, and 5-year-old children. Participants will learn Dialogic Reading as a strategy used with books to promote vocabulary and oral language skills. In Dialogic Reading, the book becomes a shared visual and verbal context in which you and your children can learn new words.

**This course consists of three learning components:** the instructor-led component, a lesson planning and practice component, and a virtual reflection session. Upon completion of all three learning components participants will receive 5 hours/.5 CEU credits.

***This course meets 5 hours of the emergent literacy course requirement for VPK educators.***

### **Early Literacy With Young Children (YCEL)**

(5-hour/0.5 CEUs: Online)

The goal of this course is to explain the importance of early literacy and provide early childhood educators with an understanding of how to implement the Language and Literacy Domain for children ages birth through three. The course will provide applicable information and activities for educators to implement in the classroom.

### **Early Mathematics for Early Learners: Making Sense of Sets and Numbers (MATH1)**

(3-hour/0.3 CEUs: Instructor-led)

This instructor-led course is appropriate for directors and teachers of 4 and 5-year-old children. Course participants will gain early math knowledge and practical information about how to structure the classroom environment and plan activities to integrate math concepts and skills throughout the learning day. The course focuses on the mathematical thinking number sense standards outlined in the Florida Early Learning and Developmental Standards for Four-Year-Olds (2011) and the importance of using a developmental progression when teaching math throughout the day.

## Child Care Training Course Overview

Picture slideshows and videos filmed in Florida's early learning classrooms as well as interactive activities will provide examples for how to support children in learning new math skills and using the "language of math". The pictures and videos presented will also demonstrate best practices for instruction of the mathematical thinking number sense standards outlined in the Standards for Four-Year-Olds. Training on the Standards for Four-Year-Olds (online or instructor-led) is a recommended prerequisite for this course.

### **Early Mathematics for Early Learners: Counting and Operating with Numbers (MATH2)**

(3-hour/0.3 CEUs: Instructor-led)

This instructor-led course is appropriate for directors and teachers of 4 and 5-year-old children. Course participants will gain early math knowledge and practical information about how to structure the classroom environment and plan activities to integrate math concepts and skills throughout the learning day. The course focuses on the mathematical thinking number sense and number operation standards outlined in the Florida Early Learning and Developmental Standards for Four-Year-Olds (2011) and the importance of using a developmental progression when teaching math throughout the day.

Picture slideshows and videos filmed in Florida's early learning classrooms as well as interactive activities will provide examples for how to support children in learning new math skills and using the "language of math". The pictures and videos presented will also demonstrate best practices for instruction of the mathematical thinking number sense and number operation standards outlined in the Standards for Four-Year-Olds. Training on the Standards for Four-Year-Olds (online or instructor-led) is a recommended prerequisite for this course. This course is module 2 of 4 early mathematics courses.

### **Early Mathematics for Early Learners: Patterns, Measurement and Data (MATH3)**

(3-hour/0.3 CEUs: Instructor-led)

This instructor-led course is appropriate for directors and teachers of 4 and 5-year-old children. Course participants will gain early math knowledge and practical information about how to structure the classroom environment and plan activities to integrate math concepts and skills throughout the learning day. The course focuses on the mathematical thinking patterns and measurement standards outlined in the Florida Early Learning and Developmental Standards for Four-Year-Olds (2011) and the importance of using a developmental progression when teaching math throughout the day.

Picture slideshows and videos filmed in Florida's early learning classrooms as well as interactive activities will provide examples for how to support children in learning new math skills and using the "language of math". The pictures and videos presented will also demonstrate best practices for instruction of the mathematical thinking patterns and measurement standards outlined in the Standards for Four-Year-Olds. Training on the Standards for Four-Year-Olds (online or instructor-led) is a recommended prerequisite for this course. This course is module 3 of 4 early mathematics courses.

### **Early Mathematics for Early Learners: Shapes and Spatial Relationships (MATH4)**

(3-hour/0.3 CEUs: Instructor-led)

## Child Care Training Course Overview

This instructor-led course is appropriate for directors and teachers of 4 and 5-year-old children. Course participants will gain early math knowledge and practical information about how to structure the classroom environment and plan activities to integrate math concepts and skills throughout the learning day. The course focuses on the mathematical thinking geometry and spatial relationships standards outlined in the Florida Early Learning and Developmental Standards for Four-Year-Olds (2011) and the importance of using a developmental progression when teaching math throughout the day. Picture slideshows and videos filmed in Florida's early learning classrooms as well as interactive activities will provide examples for how to support children in learning new math skills and using the "language of math". The pictures and videos presented will also demonstrate best practices for instruction of the mathematical thinking patterns and measurement standards outlined in the Standards for Four-Year-Olds. Training on the Standards for Four-Year-Olds (online or instructor-led) is a recommended prerequisite for this course. This course is module 4 of 4 early mathematics courses.

### **Emergent Literacy for VPK Instructors (VPK21)**

(5-hour/0.5 CEUs: Online)

This course is recommended for all VPK instructors and required of directors seeking the VPK Director Credential. This course is required for all VPK instructors with a Child Development Associate (CDA) or Florida Child Care Professional Certificate (FCCPC), consistent with section 1002.55, (3)(c)2, Florida Statutes.

The goal of the 5-hour course is to provide participants with background information on emergent literacy and demonstrate instructional practices that can be used in VPK classrooms.

Upon course completion, you will be able to:

- Define emergent literacy
- Define the major concepts associated with emergent literacy: print and alphabetic knowledge, phonological awareness, vocabulary, syntax, conversation, listening comprehension, and emergent writing
- Describe the skills associated with the major concepts associated with emergent literacy
- Discuss the best practices for teaching different components of emergent literacy
- Discuss the best practices for differentiating instruction for emergent literacy skills
- Plan different ways to implement the best practices for teaching emergent literacy skills in your own classroom

***This course meets 5 hours of the emergent literacy course requirement for VPK instructors.***

### **English Language Learners in the VPK Classroom (VELL)**

(5-hour/0.5 CEUs: Online)

This course is for VPK teachers, directors, and staff to use as they develop culturally sensitive learning environments for children and build relationships with families who are English language learners. Although this course is designed with English language learners in mind, there are numerous best practices that can be used with all young children. The Standards training is a recommended prerequisite.

## Child Care Training Course Overview

### **Florida Core Competencies for Afterschool Educators (FCAE):**

(5-hour/0.5 CEUs: Online)

The goal the Florida Competencies for Afterschool Educators course is to help participants develop a working knowledge of the Florida Standards and Key Competencies for Afterschool Educators, including their application on the job, and an understanding of the need to grow and develop professionally. After completing this interactive course, afterschool educators will be able to use the Florida Standards and Key Competencies for Afterschool Educators as a reference guide to implement best practices as a teacher in the field of afterschool education.

### **Florida Core Competencies for Directors and Administrators (FCDA):**

(5-hour/0.5 CEUs: Online)

This interactive course provides an overview of the Florida Standards and Key Competencies for Directors and Administrators of Early Childhood and Afterschool Programs (2019), which replace the Florida Core Competencies for Early Care and Education Directors (2011). These revised Standards and Key Competencies align with the Florida Standards and Key Competencies for Early Childhood Educators and Afterschool Educators and serve as a standard for decisions and practices carried out by directors and administrators in all settings and programs.

### **Florida Core Competencies for Early Childhood Educators (FCE):**

(5-hour/0.5 CEUs: Online)

This interactive course provides an overview of the Florida Standards and Key Competencies for Early Childhood Educators (2019), which replace the Florida Core Competencies for Early Care and Education Practitioners (2010). The Standards and Key Competencies have been adopted from NAEYC, with the addition of a Health, Safety and Nutrition standard. The Standards and Key Competencies are a framework and common language to guide early learning professionals in decisions and daily practices in the classroom, as well as professional development. The Standards and Key Competencies define expectations across a continuum of training, education and experience, ranging from entry level to extensive careers in early childhood.

### **Health and Nutrition in the School Readiness Program**

(4-hour/0.4 CEUs: Online)

The goal of the Health and Nutrition in the School Readiness Program course is to help early childhood educators, families and other caregivers keep children healthy by preventing the spread of infectious diseases, reducing the occurrence of allergies and administering necessary medication. The course will also help provide understanding of the benefits of proper nutrition and physical activity for children from all age groups. This is one of the courses that meets the health and safety requirements for School Readiness Programs.

### **Implementing the Approaches to Learning Domain in Early Childhood Classrooms (IALD)**

(5-hour/0.5 CEUs: Online)

## Child Care Training Course Overview

This five-hour online training is open to all early childhood instructors, assistants and directors. Participants will explore this unique and critical domain of development for ages birth to kindergarten, and discover how children cope with new environments, interactions, and discoveries. Additionally, detailed descriptions of children's attitudes and dispositions toward learning will be provided. This training also explains how to integrate Approaches to Learning with the other domains in the 2017 Florida Early Learning and Developmental Standards.

### **Implementing the Florida Standards in Early Learning Classroom: Birth to Kindergarten (SRBK)**

(5-hour/0.5 CEUs: Online)

The goal of this course is to support teachers in implementing the Florida Early Learning and Developmental Standards, which is a comprehensive document containing age-appropriate information and reflections about how young children explore, create and think.

#### **Course Objectives:**

- Demonstrate how to navigate and use the *Educator's Guide to Understanding the Florida Early Learning and Developmental Standards: Birth to Kindergarten*
- Identify the eight developmental domains, including the components, standards and where appropriate, benchmarks for each domain
- Explain how to plan instruction with the standards throughout the day, integrate the standards across content areas, and connect the standards in the early learning settings.

### **Implementing the Florida Standards in Infant and Toddler Classroom: Birth through 2 Years Old (SRBT)**

(5-hour/0.5 CEUs: Online)

The goal of the course is to support infant and toddler teachers in implementing the Florida Early Learning and Developmental Standards for children birth through two years old.

#### **Course Objectives:**

- Demonstrate how to navigate and use the *Educator's Guide to Understanding the Florida Early Learning and Developmental Standards: Birth to Kindergarten* book
- Identify the eight developmental domains, including the components, standards and where appropriate, benchmarks for each domain as well as know how to address and plan for each domain in order to connect the standards across age groups
- Explain how to plan for instruction and integration of the standards throughout the day and connect the standards in the infant and toddler classrooms

### **Implementing the Florida Standards in Preschool Classroom: 3 Years Old to Kindergarten (VFSP)**

(5-hour/0.5 CEUs: Online)

The goal of this course is to support preschool teachers in implementing the Florida Early Learning and Developmental Standards, which is a comprehensive document containing

## Child Care Training Course Overview

age-appropriate information and reflections about how young children explore, create and think. The Standards are grounded in Florida's conviction that children's early experiences are directly related to later success in school, in workforce and in life.

### Course Objectives:

- Demonstrate how to navigate and use the *Educator's Guide to Understanding the Florida Early Learning and Developmental Standards: Birth to Kindergarten* book
- Identify the eight developmental domains, including the components, standards and where appropriate, benchmarks for each domain as well as know how to address and plan for each domain in order to connect the standards across age groups
- Explain the key elements of quality instruction that support effective educator's in providing the best possible learning experience for children through reflective practice

### Implementing the Florida Standards in Preschool Classroom: 3 Years Old to Kindergarten (SPC3TK)

(3-hour/0.3 CEUs: Instructor-led)

The goal of this course is to support preschool teachers in implementing the Florida Early Learning and Developmental Standards, which is a comprehensive document containing age-appropriate information and reflections about how young children explore, create and think. The Standards are grounded in Florida's conviction that children's early experiences are directly related to later success in school, in workforce and in life.

### Course Objectives:

- Demonstrate how to navigate and use the *Educator's Guide to Understanding the Florida Early Learning and Developmental Standards: Birth to Kindergarten* book
- Identify the eight developmental domains, including the components, standards and where appropriate, benchmarks for each domain as well as know how to address and plan for each domain in order to connect the standards across age groups

Explain the key elements of quality instruction that support effective educator's in providing the best possible learning experience for children through reflective practice

### Implementing the Scientific Inquiry Domain in Early Childhood Classrooms (ISID)

(5-hour/0.5 CEUs: Online)

This five-hour online training is open to all early childhood instructors, assistants and directors. Participants will explore each component of the Scientific Inquiry Domain for ages birth to kindergarten, reflect on how children investigate the world around them, and learn how to support and encourage children in the discovery process. This training also explains how to integrate Scientific Inquiry with the other domains in the 2017 Florida Early Learning and Developmental Standards.

## Child Care Training Course Overview

### **Implementing the Social Studies Domain in Early Childhood Classrooms (ISID)**

(5-hour/0.5 CEUs: Online)

This five-hour online training is open to all early childhood instructors, assistants, and directors. Participants will explore each component of the Social Studies Domain for ages birth to kindergarten, reflect on ways children make sense of their social and physical environments, and learn how to foster the development of integrity and inclusive values. This training also explains how to integrate Social Studies with the other domains in the 2017 Florida Early Learning and Developmental Standards.

### **Language and Vocabulary in the VPK Classroom (LVPK21)**

(5-hour/0.5 CEUs: Online)

This online course is appropriate for all VPK teachers/instructors, assistants and directors and provides instructional strategies for increasing language and vocabulary with young children. There are videos of VPK teachers implementing the strategies with children; in addition, there are activities and resources to support teachers as they begin to use the language and vocabulary strategies in their own classrooms. The Standards training is a recommended prerequisite.

***This course meets 5 hours of the emergent literacy course requirement for VPK educators.***

### **Mathematical Thinking for Early Learners (MATH)**

(5-hour/0.5 CEUs: Online)

This online course is appropriate for administrative staff, directors and teachers of 3, 4, and 5-year-old children. Course participants will gain early math knowledge and practical information about how to structure the classroom environment and plan activities to integrate math concepts and skills throughout the learning day. The course uses the six mathematical thinking areas outlined in the *Florida Early Learning and Developmental Standards for Four-Year-Olds (2011)* and the 5 evidence-based recommendations for meeting the challenges of teaching math to young children presented in the What Works Clearinghouse™ practice guide for *Teaching Math to Young Children* as the foundation for the content presented throughout the course.

Picture slideshows and videos filmed in Florida's early learning classrooms as well as interactive activities will provide examples for how to support children in learning new math skills and using the "language of math". The pictures and videos presented will also demonstrate best practices for instruction of the six mathematical thinking areas in the Standards for Four-Year-Olds. Training on the Standards for Four-Year-Olds (online or instructor-led) is a recommended prerequisite for this course.

### **Mathematics With Young Children (YCMA)**

(5-hour/0.5 CEUs: Online)

The goal of this course is to provide early childhood educators with an understanding of how to implement the Mathematical Thinking Domain for children ages birth through three. The course will provide applicable information and activities for educators to implement in the classroom.

### **Phonological Awareness Development in Preschooler 2021 (PAP21)**

## Child Care Training Course Overview

(5-hour/0.5 CEUs: Instructor-led)

This training is appropriate for preschool educators and directors and is open to all. Participants will have an opportunity to participate in hands-on activities supporting developmentally appropriate instruction in phonological awareness as well as explore the phonological awareness stages of development. The training is designed to complement the initial training Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten and Emergent Literacy for VPK Instructors online course.

**This course consists of three learning components:** the instructor-led component, a lesson planning and practice component, and a virtual reflection session. Upon completion of all three learning components participants will receive 5 hours/.5 CEU credits.

No partial credit will be awarded.

***This course meets 5 hours of the emergent literacy course requirement for VPK educators.***

### **Phonological Awareness Development in Preschooler 2021 (VIPA21)**

(5-hour/0.5 CEUs: Online)

This training is appropriate for preschool educators and directors and is open to all. Participants will have an opportunity to participate in hands-on activities supporting developmentally appropriate instruction in phonological awareness as well as explore the phonological awareness stages of development. The training is designed to complement the initial training Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten and Emergent Literacy for VPK Instructors online course.

**This course consists of three learning components:** the online component, a lesson planning and practice component, and a virtual reflection session. Upon completion of all three learning components participants will receive 5 hours/.5 CEU credits.

No partial credit will be awarded. Full completion and course credits will be reflected in the virtual reflection component of this training.

***This course meets 5 hours of the emergent literacy course requirement for VPK educators.***

### **Preventing Expulsion and Suspension in Early Childhood Programs (ESCC):**

(3-hour/0.3 CEUs: Online)

The goal of the Preventing Expulsion and Suspension in Early Childhood Programs course is to provide early childhood professionals with skills and strategies to avoid expelling and/or suspending children and families from programs.

### **Safe Sleep Practices in Child Care**

(2-hour/0.2 CEUs: Online)

The goal of the Safe Sleep Practices in Child Care course is to help early childhood educators, families, and other caregivers of infants and young children understand sudden unexpected infant death (SUID), risk and prevention factors, and guidelines for safe sleep. This is one of the courses that meets the health and safety requirements for School Readiness programs.

## Child Care Training Course Overview

### **Safety Practices in the School Readiness Program**

(5-hour/0.5 CEUs: Instructor-led)

The goal of the Safety Practices in the School Readiness Programs course is to help early childhood educators create safe learning environments, plan for emergencies and recognize, prevent and report child abuse and neglect. This is one of the courses that meets the health and safety requirements for School Readiness Programs.

### **Scaffolding and Think, Show, Tell, Talk: Language and Vocabulary Development for Preschoolers (STSTTP)**

(5-hour/0.5 CEUs: Instructor-led)

This instructor-led course is appropriate for administrative staff, directors and teachers of 3-, 4-, and 5-year-old children. Participants will learn about Language Scaffolding and Think, Show, Tell, Talk instructional strategies used to promote language, vocabulary and oral language skills, helping preschool teachers expose young children to a wide variety of vocabulary words, and to encourage the use of every opportunity during the school day to build language skills.

**This course consists of three learning components:** the instructor-led component, a lesson planning and practice component, and a virtual reflection session. Upon completion of all three learning components participants will receive 5 hours/.5 CEU credits.

***This course meets 5 hours of the emergent literacy course requirement for VPK educators.***

### **Transportation Safety in Child Care Programs**

(2-hour/0.2 CEUs: Online)

The goal of the Transportation Safety in Child Care Programs course is to provide early childhood educators with an understanding of the requirements and procedures when transporting young children. This course will provide information about vehicle safety, driver requirements and keeping children safe while being transported. This is one of the courses that meets the health and safety requirements for School Readiness Programs.

### **Trauma-Informed Care for Early Childhood (TICSR)**

(5-hour/0.5 CEUs: Online)

The goal of this course is to assist early childhood educators in implementing trauma-informed care for the families they serve. This will be achieved through defining terms related to stress and trauma, recognizing the signs of trauma impacting children, explaining how trauma affects young children's development and executive functioning, explaining strategies for decreasing stress in early childhood settings, applying tools to help children regulate emotions and behaviors and acknowledging the importance of self-care for early childhood educators.

### **VPK Director Credential Course (DVPK)**

(5-hour/0.5 CEUs: Online)

This course describes the importance of maintaining a balance between management and leadership in a VPK setting and how to establish a high quality VPK education program by creating and sustaining an effective learning environment is emphasized. This training is

## Child Care Training Course Overview

required for individuals seeking the VPK Director Endorsement. There are other requirements for directors who seek a VPK Director Credential Endorsement.

### **Working to Create Positive Learning Environments: Preventive Strategies (VSE1)** (4-hour/0.4 CEUs: Online)

This interactive course is designed to provide preschool educators with specific strategies for creating a positive learning environment. Participants will be presented with information that will support them in:

- Providing Responsive and Reciprocal Care giving and Instruction
- Creating Safe, Secure, and Supportive Environments; and
- Developing Classroom Structures that Promote Pro-social Skills.

## **Child Care Training Course Overview**

### **Department of Education – Division of Early Learning Courses Train-the-Trainer courses**

**Individuals that seek to become a VPK Trainer must meet minimum state requirements, any additional prerequisites, and be approved by the Division of Early Learning prior to registering for the below courses. Train-the-Trainer courses are offered based on regional needs.**

#### **Phonological Awareness Development in Preschoolers 2021 (PAP21)**

(5-hour/0.5 CEUs: Instructor-led)

This training is specifically for early learning coalition and public-school staff desiring to provide targeted trainings to early childhood educators in their district(s). Trainers will be prepared to provide hands-on activities supporting developmentally appropriate instruction in phonological awareness to participants and assist them as they explore the phonological awareness stages of development. The training is designed to complement the initial training Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten and Emergent Literacy for VPK Instructors online course.

\*This course consists of three learning components: instructor-led component, a lesson planning and practice component, and a virtual reflection session. Upon completion of all three learning components participants will receive 5 hours/.5 CEU credits.

#### **Implementing the Florida Standards in Preschool Classroom: 3 Years Old to Kindergarten (SPC3TK)**

(3-hour/0.3 CEUs: Instructor-led)

The goal of this course is to support preschool teachers in implementing the Florida Early Learning and Developmental Standards, which is a comprehensive document containing age-appropriate information and reflections about how young children explore, create and think. The Standards are grounded in Florida's conviction that children's early experiences are directly related to later success in school, in workforce and in life.

#### **Course Objectives:**

- Demonstrate how to navigate and use the Educator's Guide to Understanding the Florida Early Learning and Developmental Standards: Birth to Kindergarten book
- Identify the eight developmental domains, including the components, standards and where appropriate, benchmarks for each domain as well as know how to address and plan for each domain in order to connect the standards across age groups
- Explain the key elements of quality instruction that support effective educator's in providing the best possible learning experience for children through reflective practice

## Child Care Training Course Overview

### Department of Children and Families Courses Retired Training Courses

#### **Child Care Facility Rules and Regulations (FACR)**

(6-hour: Online and Instructor-led) [Retired July 1, 2018](#)

This course is designed to give child care providers an overview of the state and local rules and regulations that govern licensed child care facilities. In addition to the Florida Statutes and Florida Administrative Code, the course includes information about the Americans with Disabilities Act and being a child care professional. Upon completion of this course, participants will be able to:

- Define how regulations define a child care provider's role and responsibilities
- State specific child care Florida Statutes and Florida Administrative Codes
- Describe how the Americans with Disabilities Act relates to child care
- Define the principles of achieving and maintaining professionalism

#### **Family Child Care Home Rules and Regulations (FCHR)**

(6-hour: Online and Instructor-led) [Retired July 1, 2018](#)

This course is designed to give child care providers an overview of the state and local rules and regulations that govern registered and licensed family day care homes and large family child care homes. In addition to the Florida Statutes and Florida Administrative Code, the course includes information about the Americans with Disabilities Act, being a child care professional and key business practices for operators. Upon completion of this course, participants will be able to:

- Define how regulations define a child care provider's role and responsibilities
- State specific child care Florida Statutes and Florida Administrative Codes
- Describe how the Americans with Disabilities Act relates to child care
- Define the principles of achieving and maintaining professionalism

#### **School-Age Program Quality Standards and Self-Assessment (SALT)**

(12-hour: Online) [Retired July 1, 2018](#)

The training is a combination of both the Standards for Quality Afterschool Programs (SQAP) and Quality Self-Assessment and Improvement for Afterschool Programs (QSAI).

##### **Standards for Quality Afterschool Programs (SQAP)**

The *Standards for Quality Afterschool Programs*, developed in conjunction with the Florida Afterschool Network, provides afterschool staff and administrators with standards and best practices that will assist them in achieving quality afterschool programming. Upon completion of this course, participants will be able to:

- Implement the elements of the Standards for Quality Afterschool Programs

##### **Quality Self-Assessment and Improvement for Afterschool Programs (QSAI)**

*Quality Self-Assessment and Improvement for Afterschool Programs* offers instruction to afterschool providers in the use of the principles of self-assessment and improvement planning to enhance their program services to children and families. Upon completion of this course, participants will be able to:

- Complete the Quality Self-Assessment of an afterschool program

## Child Care Training Course Overview

### **Guide to Record Keeping (GRK)**

(3-hour: Online) [Retired March 13, 2018](#)

This course includes an overview of the records required in child care programs. In addition to outlining the records required to operate a child care program, the course provides best practices on how to track required records and organize them to be in compliance with child care licensure. The course includes tips from actual child care facility and family child care home professionals. Upon completion of this course, participants will be able to:

- List record keeping requirements mandated by the Florida Statutes and Administrative Codes
- Identify strategies to maintain required records for child care programs

### **Fundamentals of Family Child Care (FFC)**

(3-hour: Instructor-led) [Retired June 30, 2013](#)

This course is intended to help substitute providers, who work less than 40 hours per month, and informal caregivers anticipate the crucial decisions they will have to make and represents the simplest of introductions to the knowledge base that good providers must master.

### **Family Child Care Home (FCH)**

(30-hour: Instructor-led) [Retired June 30, 2008](#)

This course is intended to help prospective new providers anticipate the crucial decisions they will have to make while starting their businesses. It models many “best practices” that have been adopted by successful veteran home care providers. It teaches the knowledge and skills that new providers will require in order satisfying their local Child Care Licensing officials.

### **Introduction to Child Care (ICC)**

(20-hour: Instructor-led) [Retired August 2, 2006](#)

This course is intended to provide new child care personnel in child care facilities with the basic skills to provide a safe learning environment for children in care outside of the home. The course includes State and Local Rules and Regulations; Child Abuse and Neglect; Health, Safety and Nutrition; and Child Growth and Development.

### **Child Care Facility Rules and Regulations (RNR)**

(2-hour) [Retired July 31, 2006](#)

This course is designed to give child care providers an overview of the state and local rules and regulations that govern licensed child care facilities. In addition to the Florida Statutes and Florida Administrative Code, the course includes information about the American with Disabilities Act and being a child care professional.

### **Health, Safety and Nutrition (HSN)**

(4-hour until July 31, 2006)

This course is designed to assist child care professionals identify the key principles of a healthy and safe child care environment as well as provide a basic understanding of child nutrition.

## Child Care Training Course Overview

### **Child Growth and Development (CGD)**

(10-hour until July 31, 2006)

This course is intended to provide child care professionals with a basic understanding of the theories and principles of child growth and development, including the influences on child development, developmental characteristics, and the role of play in learning.

### **Child Growth and Development (CGAD)**

(6-hour: Online and Instructor-led) [Retired June 30, 2016](#)

### **Behavioral Observation and Screening (BOS)**

(10-hour: Instructor-led) [Retired July 31, 2006](#)

The Florida Legislature recognized the importance for child care providers to complete formal training on how to observe and screen children for possible development delays. This course will introduce caregivers to the principles and techniques used to identify children who may benefit from early interventions.

### **Behavioral Observation and Screening (BOAS)**

(6-hour - Online and Instructor-led) [Retired August 1, 2013](#)

The Florida Legislature recognized the importance for child care providers to complete formal training on how to observe and screen children for possible development delays. This course will introduce caregivers to the principles and techniques used to identify children who may benefit from early interventions.

### **Infant and Toddler Appropriate Practices (ITP)**

(10-hour: Instructor-led) [Retired June 30, 2013](#)

This course is designed for child care professionals responsible for the care of children birth through 36 months. The course provides an overview of the need for quality care, stages of development, appropriate interactions, learning environments and experiences, health and safety practices, positive guidance strategies, observation and assessment, relationships with families, and quality caregivers.

### **Preschool Appropriate Practices (PSP)**

(10-hour: Instructor-led) [Retired June 30, 2013](#)

This course is designed for child care professionals responsible for the care of children 3 to 5 years old. The course provides an overview of the need for quality care, stages of development, learning environments, health and safety practices, enhance development and learning, creating a positive, caring community of learners, positive guidance strategies, observation and assessment, relationships with families, and quality caregivers.

### **School-Age Appropriate Practices (SAP)**

(10-hour: Instructor-led) [Retired June 30, 2013](#)

This course is designed for child care professionals responsible for the care of children 5 to 12 years old. The course provides an overview of the need for quality care, stages of development, learning environments and experiences, methods for creating a positive,

## Child Care Training Course Overview

caring community of learners, positive guidance strategies, observation and assessment, relationships with families, and quality caregivers.

### **Infant and Toddler Appropriate Practices (ITAP)**

(10-hour: Instructor-led) [Retired August 17, 2015](#)

This course is designed for child care professionals responsible for the care of children birth through 36 months. The course provides an overview of the need for quality care, stages of development, appropriate interactions, learning environments and experiences, health and safety practices, positive guidance strategies, observation and assessment, relationships with families, and quality caregivers.

### **Preschool Appropriate Practices (PSAP)**

(10-hour: Instructor-led) [Retired August 17, 2015](#)

This course is designed for child care professionals responsible for the care of children 3 to 5 years old. The course provides an overview of the need for quality care, stages of development, learning environments, health and safety practices, enhance development and learning, creating a positive, caring community of learners, positive guidance strategies, observation and assessment, relationships with families, and quality caregivers.

### **School-Age Appropriate Practices (SAAP)**

(10-hour: Instructor-led) [Retired August 17, 2015](#)

This course is designed for child care professionals responsible for the care of children 5 to 12 years old. The course provides an overview of the need for quality care, stages of development, learning environments and experiences, methods for creating a positive, caring community of learners, positive guidance strategies, observation and assessment, relationships with families, and quality caregivers.

## Child Care Training Course Overview

### Department of Education – Division of Early Learning Courses Retired Training Courses

#### **How to Administer the Florida VPK Assessment (VPKA2)**

(3-hour/0.3 CEUs: Instructor-led) [Retired July 1, 2022](#)

This professional development is appropriate for VPK directors, administrators, and teachers who will administer the Florida VPK Assessment. Participants will learn the purpose of the VPK Assessment and how to administer, record, and score each of the assessment measures through hands-on activities and engaging video clips. The Standards training is a recommended prerequisite.

#### **VPK Assessment Instructional Implications (VPKAI)**

(2-hour/0.2 CEUs: Instructor-led) [Retired July 1, 2022](#)

This professional development is appropriate for VPK directors, administrators, and teachers who have administered the VPK Assessment. Participants will review the VPK Assessment Online Reporting System score types, reports, and instructional resources for planning instruction based on VPK Assessment data.

#### **Language and Vocabulary in the VPK Classroom (LVPK)**

(5-hour/0.5 CEUs: Online) [Retired July 1, 2020](#)

This course is appropriate for VPK instructors, assistants and directors and provides instructional strategies for increasing language and vocabulary with young children. There are videos of VPK instructors implementing the strategies with children as well as activities and resources to support teachers as they begin to use the language and vocabulary strategies in their own classrooms

#### **Integrating the Standards: Phonological Awareness (VIPA)**

(2 hours; 0.2 CEUs Online) [Retired July 1, 2020](#)

This training is appropriate for preschool teachers, assistants, and directors, and it is open to all. Participants have an opportunity to create a developmentally appropriate activity related to a benchmark in phonological awareness to be implemented in the classroom. Emphasis is on planning, implementation, teacher self-reflection and documentation of the activity.

#### **Integrating the Standards: Phonological Awareness (VIPA)**

(2 hours; 0.2 CEUs Instructor-led) [Retired July 1, 2020](#)

This training is appropriate for preschool educators and directors, and is open to all. Participants will have an opportunity to participate in hands-on activities supporting developmentally appropriate instruction in phonological awareness as well as explore the all the phonological awareness stages of development. The training is designed to complement the initial training, Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten and the Emergent Literacy for VPK Instructors online course. Participants will receive 0.2 CEUs upon success completion.

## Child Care Training Course Overview

### **Language and Vocabulary Development for Preschoolers: *Scaffolding* (LVP1)**

(2 hours; 0.2 CEUs Instructor-led) [Retired July 1, 2020](#)

This instructor-led course is appropriate for administrative staff, directors, and teachers of 3, 4, and 5-year-old children. Participants will learn the Language Scaffolding Strategy, developed to help preschool teachers expose young children to a wide variety of vocabulary words, and to encourage the use of every opportunity during the school day to build language skills.

### **Language and Vocabulary Development for Preschoolers: *Book Embedded Vocabulary Instruction* (LVP2)**

(2 hours; 0.2 CEUs Instructor-led) [Retired July 1, 2020](#)

This instructor-led course is appropriate for administrative staff, directors, and teachers of 3, 4, and 5-year-old children. Participants will learn Book Embedded Vocabulary Instruction as a strategy that:

- Facilitates vocabulary teaching and learning.
- Allows children to learn new vocabulary words within an engaging activity.
- Increases oral vocabulary.
- Provides children with opportunities to hear advanced vocabulary.

### **Language and Vocabulary Development for Preschoolers: *Dialogic Reading* (LVP3)**

(2 hours; 0.2 CEUs Instructor-led) [Retired July 1, 2020](#)

This instructor-led course is appropriate for administrative staff, directors and teachers of 3, 4, and 5-year-old children. Participants will learn Dialogic Reading as a strategy used with books to promote vocabulary and oral language skills. In Dialogic Reading, the book becomes a shared visual and verbal context in which you and your children can learn new words.

### **Language and Vocabulary Development for Preschoolers: *Think, Show, Tell, Talk* (LVP4)**

(2 hours; 0.2 CEUs Instructor-led) [Retired July 1, 2020](#)

This instructor-led course is appropriate for administrative staff, directors and teachers of 3, 4, and 5-year-old children. Participants will learn Think, Show, Tell, Talk as a useful strategy for promoting language and vocabulary development by using a specific routine to label objects or actions during daily classroom routines

### **Emergent Literacy for VPK Instructors (VPK)**

(5-hour: Online) [Retired September 1, 2018](#)

This course is recommended for all VPK instructors and directors. It is required for all VPK instructors with a Child Development Associate (CDA) or Florida Child Care Professional Certificate (FCCPC), consistent with section 1002.55, (3)(c)2, Florida Statutes. The goal of the 5-hour course is to provide participants with background information on emergent literacy and demonstrate instructional practices that can be used in VPK classrooms.

### **GOLD Basic Course for Florida VPK (TSGVPK)**

(12-hour: Instructor-led) [Retired June 30, 2016](#)

## Child Care Training Course Overview

This 2-day session introduces Florida teachers to Teaching Strategies® GOLD™, a Web-based, developmentally appropriate assessment system for children from birth through kindergarten. Through video clips, small-group work, and facilitator-led discussions, teachers will explore the structure, features, and functionality of the tool and practice using it to follow the four-step assessment process. Hands-on activities include thoughtfully observing children and writing objective observation notes, evaluating a child portfolio, and communicating assessment information with families. By the end of the session, teachers will be able to use GOLD™ with the VPK Assessment Tool to individualize learning for all the children in their classrooms. Upon completion of all course requirements participants will be awarded 12 In-service hours, 1.2 CEU's.

### **Florida Standards for Four-Years-Olds-Online (SFYO)**

(3-hour: Online) [Retired July 1, 2018](#)

The course helps participants to learn all about the Standards for Four-Year-Olds and how to use the standards manual throughout the day and year to help children grow and learn during their prekindergarten year. This course includes pictures and videos from VPK classrooms across the state of Florida to help illustrate the integration of the standards within a VPK classroom.

### **Early Learning Standards (Birth to Five) – Novice Level (ELSN)**

(5-hour: Online) [Retired November 1, 2018](#)

This online course is for entry level practitioners. Course material will be presented through experiential methods so that providers can put into practice what they learn about what children should understand and be able to do as they move from birth to age 5. Through reading, watching videos of children and teachers implementing the standards, and completing written tasks, providers will practice applying the course material and be ready to apply the information in their early learning settings.

### **Early Learning Standards (Birth to Five) – Career Level (ELSC)**

(5-hour: Online) [Retired November 1, 2018](#)

This online course is for career level practitioners. The course material will be presented through experiential methods so that providers can put into practice what they learn about what children should understand and be able to do as they move from birth to age 5. Through reading, watching videos of children and teachers implementing the standards, and completing written tasks, providers will practice applying the course material and be ready to apply the information in their early learning settings.

### **Early Learning Standards (Birth to Five) – Director Level (ELSD)**

(5-hour: Online) [Retired November 1, 2018](#)

Directors will get an overview and then apply the *Florida Early Learning and Developmental Standards: Birth to Five*. The online course material will be presented through experiential methods so that organizational leaders can put into practice what they learn about what children should understand and be able to do as they move from birth to age 5. Through reading, watching videos of children and teachers implementing the standards, and completing written tasks, directors will practice applying the course material and be ready to apply this information in their early learning settings.

## Child Care Training Course Overview

### **Overview of the Florida Core Competencies for Early Care and Education Practitioners course.**

(5-hours: Online) Retired July 1, 2021

This course provides an overview of the Florida Core Competencies for Early Care and Education Practitioners. The core competencies create a framework and common language for professional development and serve as a standard for decisions and practices carried out by early learning professionals. The core competencies include expectations across a continuum of training, education, and experience, ranging from the entry-level practitioner to practitioners with degrees, certifications and extensive experience.

The course is a five-hour course with an embedded assessment. CEUs are available once the embedded assessment is successfully completed. This information will be documented on the Department of Children and Families Child Care Training System – Florida Early Care and Education Professional Development Registry training transcript. The cost is \$10 and participants register through the Florida Early Care and Education Professional Development Registry, <https://training01-dcf.myflorida.com/studentsite/admin/login.jsf>.

### **Standards for Four-Year-Olds (SFFPD)**

(3-hour: Instructor-led) Retired November 1, 2018

The professional development “Standards for Four-Year-Olds” is based on the Florida Early Learning and Developmental Standards for Four-Year-Olds. This training opportunity provides an overview of the Florida Early Learning and Developmental Standards for Four-Year-Olds and examples of developmentally appropriate instructional techniques for four-year-old children. The training addresses the history and development of the Standards through a PowerPoint presentation, video clips, and hands-on activities to illustrate the Standards for Four-Year-Olds.