Course Descriptions for Child Care Training Courses

Family and Part I Introductory Child Care Training Courses……………………………………2

Part II Introductory Child Care Training Courses………………………………………………4

Child Care In-service Training Courses…………………………………………………………7

Department of Education – Office of Early Learning Courses…………………………………12

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/childcare - select “Training & Credentialing” and choose the “Competency Exams” option under “Additional Resources.”

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 and Transcript” 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 actions.” 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 – Office 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.
Child Care Training Course Overview

Family and Part I Introductory Child Care Training Courses

Family Child Care Home Rules and Regulations (FCHR)
(6-hour: 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:
  o Define how regulations define a child care provider’s role and responsibilities
  o State specific child care Florida Statutes and Florida Administrative Codes
  o Describe how the Americans with Disabilities Act relates to child care
  o Define the principles of achieving and maintaining professionalism

Child Care Facility Rules and Regulations (FACR)
(6-hour: 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:
  o Define how regulations define a child care provider’s role and responsibilities
  o State specific child care Florida Statutes and Florida Administrative Codes
  o Describe how the Americans with Disabilities Act relates to child care
  o Define the principles of achieving and maintaining professionalism

Health, Safety and Nutrition (HSAN)
(8-hour: 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:
  o Identify characteristics of a healthy child and child care environment
  o Define processes and procedures to establish and maintain a safe child care environment
  o Explain the role of the caregiver during mealtimes

Identifying and Reporting Child Abuse and Neglect (CAAN)
(4-hour: 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:
  o Identify types and risk factors of child abuse and neglect
  o Explain the role of the caregiver in reporting child abuse and neglect
Child Growth and Development (CGDR)
(6-hour: 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.

Behavioral Observation and Screening (BOSR)
(6-hour: 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
Part II Introductory Child Care Training Courses

Understanding Developmentally Appropriate Practice (UDAP)
(5-hour: 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)

Infant and Toddler Appropriate Practices (ITPR)
(5-hour: 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: 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 of 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: 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
- Explain the concept of play and how to encourage learning with school-age children
- Define the elements of 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: 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
Early Literacy for Children Birth to Three (ELC)
(5-hour: 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:
  o Explain the importance of early learning experiences
  o Identify developmental characteristics of children age birth through three
  o Create an early literacy action plan

Basic Guidance and Discipline (BGD)
(5-hour: 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:
  o Explain the difference between discipline and punishment
  o List key skills for maintaining self-control
  o Describe typical and atypical behavior
  o Explain the caregiver role in establishing a caring emotional environment

Early Childhood Computer Learning Centers (CLC)
(5-hour: 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:
  o Describe the learning opportunities offered by computer use in the classroom
  o List safety issues and how to address them
  o Explain different types of appropriate software
  o Describe how to use the computer to support, enhance, and broaden teaching strategies
Child Care Training Course Overview

Child Care In-service Training Courses

Guide to Record Keeping (GRK)
(3-hour: Online)
This course is 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

Fire Safety and Emergency Preparedness (FEP)
(4-hour: 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 at all times. 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

School-Age Program Quality Standards and Self-Assessment (SALT)
(12-hour: 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) (8-hours)
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)
(4-hours). 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 courses (SALT) may be used to meet part of the 12-hour optional training requirement for staff working with school-age children as outlined in section 65C-22.008(4)(d), of the Florida Administrative
Child Care Training Course Overview

*Code. These courses cannot be used to meet the Child Care Facility or Large Family Child Care Home Part II mandated training requirement.*

**Playground Safety (PGS)**
(4-hour: 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

**Transportation Safety (TRS)**
(2-hour: 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

**Challenging Behaviors Awareness and Prevention (CBAP)**
(5-hour: 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
- Identify examples of challenging behaviors and their causes
- Describe a variety of activities to reduce challenging behaviors

**Quality in Child Care Setting (QCCS)**
(5-hour: 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
Child Care Training Course Overview

Obesity Prevention and Healthy Lifestyles (OPHL)
(3-hour: 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:
  o Describe the obesity problem facing Florida’s children.
  o Discuss the importance of healthy eating habits and list ways programs can promote them
  o Identify age-appropriate activities that promote healthy physical activity in children
  o Implement activities with children and families to encourage healthy lifestyles

Effective Communication for Child Care (ECCC)
(2-hour: 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:
  o Define different types of communication
  o Describe professional methods of communicating in child care programs
  o Explain best practices and guidelines for communicating professionally in writing
  o Identify methods of addressing conflict in a professional manner

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 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:
  o Implement the Office of Child Care Regulation instructor-led courses
Child Care Training Course Overview

Water Safety in Child Care Programs (WSCC)  
(2-hour: 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

Mentoring 101 for Child Care Professionals (MENT)  
(1-hour: 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

Tips for Selecting the Right Staff (TIPS)  
(1-hour: 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

Performance Reviews: A Tool for Professional Development (PRPD)  
(1-hour: 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
Safe Sleep Practices for Child Care (SAFE)  
(1-hour: 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:  
  o Recognize the consequences of unsafe sleep-related practices  
  o Identify safe sleep-related practices used in a sleeping environment  
  o Explain The Safe Sleep Campaign  
  o Identify several resources that can be used  
  o Develop a plans to share resources with parents and others

Trauma-Informed Care for Child Care Professionals (TICC)  
(5-hours: Online)  
This course provides child care professionals with an overview of the impact of trauma on the children and families and how to incorporate learning strategies to decrease stress in the classroom. Upon completion of this course, participants will be able to:  
  o Identify age-related signs of stress and trauma in children  
  o Describe the role caregivers play in promoting connections and buffering the effects of adversity  
  o Identify how stress and trauma can negatively impact the cognitive, emotional, behavioral, and physical development of young children  
  o Identify resources and strategies to use to provide trauma-informed care
Department of Education – Office of Early Learning Courses

Standards for Four-Year-Olds (SFFPD)  
(3-hour: Instructor-led)  
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.

Florida Standards for Four-Years-Olds-Online (SFYO)  
(3-hour: Online)  
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.

Integrating the Standards: Phonological Awareness (VPIS)  
(2-hour: Instructor-led)  
This training is appropriate for teachers, assistants, and directors, but is open to anyone. Participants will 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. In some parts of the state, an additional 3 hour practicum is also available. The Standards training is a recommended prerequisite.

Integrating the Standards: Phonological Awareness Practicum (VISP)  
(1-hour: Instructor-led, available in some regions)  
This self-paced participant activity is a supplemental practicum to the Integrating the Standards: Phonological Awareness course. Participants who complete the course are encouraged to complete a practicum consisting of practical work related to applying the principles of phonological awareness in the VPK classroom including teacher self-reflection and documentation of the activity. The Integrating the Standards: Phonological Awareness training is a prerequisite.

How to Administer the Florida VPK Assessment (VPKA2)  
(3-hour: Instructor-led)  
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 (VPKAll)
(2-hour: Instructor-led)
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.

Emergent Literacy for VPK Instructors (VPK)
(5-hour: Online)
This training is appropriate for teachers, assistants, and directors, and is open to all. An overview of emergent reading, emergent writing, oral language and communication and environment is provided through hands-on activities to assist in understanding the concepts. Participants also learn about creative activities to be used in the classroom. The Standards training is a recommended prerequisite. (Online version-SFYO or Instructor-Led)

English Language Learners in the VPK Classroom (VELL)
(5-hour: 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.

Language and Vocabulary in the VPK Classroom (LVPK)
(5-hour: 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.

VPK Director Credential Course (DVPK)
(5-hour: 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 required for individuals seeking the VPK Director Endorsement. There are other requirements for directors who seek a VPK Director Credential Endorsement.
Individuals that seek to become a VPK Trainer must meet minimum state requirements, any additional prerequisites, and be approved by the Office of Early Learning prior to registering for the below courses. Train-the-Trainer courses are offered based on regional needs.

Standards for Four-Year-Olds Train-the-Trainer (SFFTTT)
(1-hour: Instructor-led)
Standards for Four-Year-Olds Train-the-Trainer session, is based on the Florida Early Learning and Developmental Standards for Four-Year-Olds. Participants are provided with helpful training management tips on how to properly prepare for the training and an overview on how to properly present one set of standards to providers and teachers for use in programs serving four-year-old children in Florida, including Voluntary Prekindergarten (VPK) Education and School Readiness Programs Participants are required to bring a copy of the 2011 Standards book to this class.

Integrating the Standards: Phonological Awareness Train-the-Trainer (VIST)
(1-hour: Instructor-led)
The Integrating the Standards: Phonological Awareness Train-the-Trainer prepares participants to facilitate the DOE-approved training and associated practicum for the Integrating the Standards: Phonological Awareness (VISP) course. Participants will review the levels of phonological awareness and develop an increased awareness of emergent literacy, developmentally appropriate phonological awareness activities, and realistic age appropriate expectations for four-year-olds. Participants are required to bring a copy of the 2011 Standards book to class.

How to Administer the Florida VPK Assessment Train-the-Trainer (VPKT)
(1-hour: Instructor-led)
Trainers will learn how to assist participants in learning how to administer the Florida Voluntary Prekindergarten (VPK) Assessment. Trainers will teach participants about the purpose of the VPK, how to administer, record, and score each of the assessment measures, as well as providing an overview of the four measures. Trainers will also teach participants how to obtain a temporary user name and password, set up their center (e.g., center staff, classrooms, children), and enter children’s scores in the VPK Assessment Online Reporting System.

VPK Assessment Instructional Implications Train-the-Trainer (VPKAIT)
(1-hour: Instructor-led)
Trainers will learn how to assist participants in interpreting VPK Assessment data and provide teachers with a link between the interpretation of their VPK Assessment data and what quality instruction looks like in the VPK classroom.
Early Learning Standards (Birth to Five) – Novice Level (ELSN)
(5-hour: Online)
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)
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)
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.

Mathematical Thinking for Early Learners (MATH)
(5-hour: 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.
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.

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)
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.

Retired Training Courses

**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
Child Care Training Course Overview

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 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
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.

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

- Explain at least one implication for each of the five principles of child growth and development
- Identify the main ideas of each of the four theorists related to child growth and development
Child Care Training Course Overview

- 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
- Define developmentally appropriate practice

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, 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
Child Care Training Course Overview

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.

Retired DOE Training Courses

GOLD Basic Course for Florida VPK (TSGVPK)
(12-hour: Instructor-led) Retired June 30, 2016
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.