



# Learning Guidelines and Standards

This professional development module is aligned to Massachusetts learning guidelines and standards.

## Massachusetts Early Learning Guidelines for Infants and Toddlers

### Social-Emotional Development:

- Relates to, trusts and becomes attached to consistent educators.
- Notices and interacts with children of a similar age.
- Acts as a social being by engaging with others and the world around them.
- Experiences and expresses a range of emotions.
- Begins to regulate own feelings and behavior.
- Develops a positive sense of self.

### Language and Communication Development:

- Demonstrates the meaning of language by listening.
- Develops expressive language.
- Engages in social communication.
- Engages in pre-reading activities.
- Develops in multiple language acquisitions when considered a dual language learner.

### Cognitive Development:

- Refines reflexes into purposeful actions.
- Develops memory skills.
- Performs simple actions to make things happen and displays a beginning understanding of cause and effect.
- Develops problem-solving skills.
- Explores materials and discovers mathematical concepts.

- Explores the environment making new discoveries.
- Discovers creative expression through music, drama, dance and art experiences.

**Physical Health and Well-Being Development:**

- Develops ability to move the large muscles (gross motor).
- Develops ability to control and refine small muscles (fine motor).
- Develops sensorimotor skills where children use their senses—sight, hearing, smell, taste and touch—to guide and integrate their interactions.

**Approaches to Learning:**

- Shows eagerness and curiosity as a learner.
- Becomes intentional and persistent in their learning and discovery.

**Massachusetts Quality Rating and Improvement System (QRIS)**

**Center and School Based:**

- **Curriculum and Learning 1A: Curriculum, Assessment, and Diversity: Level 2** Materials that promote cultural and individual identity, family relations, cultural appreciation, and cognitive and social development are integrated into the curriculum and children's everyday experiences.
- **Curriculum and Learning 1B: Teacher-Child Relationships and Interactions: Level 3** Educators engage children in meaningful conversations; use open-ended questions; provide opportunities throughout the day to scaffold children's language which supports the development of more complex receptive and expressive language; encourage children's use of language to share ideas; stimulate problem solving; and guides children in engaging in positive peer interactions.
- **Curriculum and Learning 1B: Level 4** Educators utilize teaching strategies that ensure a positive classroom environment, engage children in learning and promote critical thinking skills.

**Family Child Care:**

- **Curriculum and Learning 1B: Teacher-Child Relationships and Interactions: Level 2** Educator has participated in formal professional development on how to support positive relationships and interactions with children through positive, warm and nurturing interactions.
- **Curriculum and Learning 1B: Teacher-Child Relationships and Interactions: Level 4** Educators engage children in meaningful conversations, as age and developmentally appropriate; use open-ended questions and provide opportunities throughout the day to scaffold their language which supports the development of more complex receptive and expressive language, support children's use of language to share ideas, problem solve and have positive peer interactions; Educators utilize teaching strategies that ensure a positive classroom environment, engage children in learning and promote critical thinking skills.