



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.
- Acts as a social being by engaging with others and the world around them.
- Experiences and expresses a range of emotions.
- Develops positive sense of self.

Language and Communications Development:

- Demonstrates the meaning of language by listening.
- Engages in social communication.

Cognitive Development:

- Refines reflexes into purposeful actions.
- Performs simple actions to make things happen and displays a beginning understanding of cause and effect.
- Explores the environment making new discoveries.

Physical Health and Well-Being Development:

- Develops ability to move the large muscles (gross motor).

Approaches to Learning:

- Shows eagerness and curiosity as a learner.

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.

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.