

Arizona Early Learning Standards Module Professional Development

Opportunities through Arizona Department of Education

Introduction Series: Tier I

Arizona Early Learning Standards	Arizona's Infant and Toddler Development Guidelines	Program Guidelines for High Quality Early Education: Birth through Kindergarten	Early Childhood Assessment System	Early Childhood Quality Improvement Process (ECQUIP)
Introduction to the Arizona Early Learning Standards 2 hours	Introduction to Arizona's Infant and Toddler Developmental Guidelines 2 hours	Introduction to the Program Guidelines for High Quality Early Education: Birth through Kindergarten 2 hours	Introduction to the Early Childhood Assessment System 2 hours	Introduction to ECQUIP 2 hours
Early Childhood Education and Arizona's Common Core Standards 2 hours				

AZELS Module and ITDG Domain Series: Tier II

Social Emotional	Approaches to Learning	Language and Literacy	Mathematics	Science	Social Studies	Physical Development, Health and Safety	Fine Arts
AZELS Social Emotional 4 hours	AZELS Approaches to Learning 4 hours	AZELS Language and Literacy 4 hours	AZELS Mathematics 4 hours	AZELS Science 4 hours	AZELS Social Studies 4 hours	AZELS Physical Development, Health and Safety 4 hours	AZELS Fine Arts 4 hours

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Infant/Toddler Social Emotional 4 hours	Infant/Toddler Approaches to Learning 4 hours	Infant/Toddler Language Development and Communication 4 hours					Infant/Toddler Physical Development Health and Safety 4 hours	
	Infant/Toddler Cognitive Development 4 hours							

Specific Content Sessions: Tier III

Social Emotional	Approaches to Learning	Language and Literacy	Math	Science	Social Studies	Physical Development Health and Safety	Fine Arts	Early Childhood Special Education	Family Engagement
Conflict Resolution 2 hours	Developmentally Appropriate Practices 2 hours	Dialogic Reading 2 hours	Math and GOLD 2 hours	Ramps and Pathways 2 hours	Cultural Competency 2 hours	Music and Movement 2 hours	Music and Movement 2 hours	Embedded Learning Opportunities 2 hours	Family Engagement 2 hours
Challenging Behaviors 2 hours	Scaffolding 2 hours	Concept Development 2 hours		Creating a Science Rich Environment 2 hours			Process vs. Product Art 2 hours	Supporting Families of Children with Special Needs 2 hours	Family Engagement & Cultural Awareness 2 hours
Kindergarten Transition for All Children 2 hours		Quality Feedback 2 hours		STEM in Early Childhood 2 hours			Dramatic Play 2 hours	Using an IEP in a General Ed Classroom 2 hours	Supporting Families of Children with Special Needs 2 hours

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		Language Modeling 2 hours							
		Let's Talk 2 hours							
		Language and GOLD 2 hours							
		Reading and the Brain 2 hours							

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Professional Development Descriptions and Additional Trainings

Approaches to Learning

Approaches to Learning are defined as, “Observable behaviors that indicate ways children become engaged in social interactions and learning experiences.” In this six-hour interactive session, participants will uncover the layers of the Approaches to Learning Standard and explore the connections to executive functions of the brain.

Approaches to Learning Infant Toddler Domain Module

Approaches to Learning are defined as, “Observable behaviors that indicate ways children become engaged in social interactions and learning experiences.” In this four-hour interactive session, participants will uncover the layers of the Approaches to Learning Domain for infants and toddlers and explore the connections to executive functions of the brain (cognitive development).

Challenging Behaviors

Attendees will discuss methods of identifying challenging behaviors. Attendees will discuss basics of quality documentation and portfolios, steps for creating and identifying strategies in using data to guide individual and small group instruction.

Cognitive Development Infant Toddler Domain Module

This four-hour session will provide an in-depth examination of the Infant and Toddler Developmental Guidelines Cognitive Domain, which will lead to effective planning of quality learning experiences for children birth to three years of age. Participants will actively explore the Cognitive Development Domain and the connection to Approaches to Learning through this module. Through hands on activities, participants will learn concepts of brain research and also gain practical ideas to use in interactions with children.

Concept Development

Concept Development describes the strategies teachers use to promote students’ higher-order thinking skills in contrast to a focus on rote instruction. The use of these strategies can help students learn more about how to think independently, problem-solve and will help prepare students for AZ Common Score standards K-12. During this workshop, we will:

- Define Concept Development
- Discuss how to foster children’s thinking skills through the use of Concept Development
- Plan for intentional Concept Development through practice activities.

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Conflict Resolution

In order for teachers to be successful in the early childhood classroom they need to be able to facilitate conflict resolution strategies among children. This session will identify the steps to scaffolding conflict resolution in classroom settings. Video models will be used to demonstrate conflict resolution strategies.

Participants will:

- Learn the steps to conflict resolution
- Practice identifying steps in video clips
- Make a plan to use conflict resolution in their own classrooms
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Creating a Science Rich Environment

For young children science is finding out about the everyday world that surrounds them. In this interactive session participants will explore the language of science and ways to create a science rich environment.

Developmentally Appropriate Practices

This guidance provides the core to any early childhood program from birth to the primary grades. In this interactive session, you will identify key components to quality early childhood practice and reflect on how practices, activities, and instructional methods should be evidenced in your classroom. We will discuss and explore what a teacher needs to know to help them establish developmentally appropriate practices in this age of accountability.

Dialogic Reading

This strategy that helps children with many of the skills that are necessary for school readiness: vocabulary, sound structure, the meaning of print, the structure of stories and language, sustained attention, the pleasure of learning, and on and on. Preschoolers need food, shelter, love; they also need the nourishment of books.

Dramatic Play

In this interactive session participants will learn the importance of dramatic play and the teacher's role in setting up a quality scenario. A dramatic play plan will be reviewed and participants will use the plan to develop a dramatic play scenario for their classrooms.

Early Childhood Education and Arizona's College and Career Ready Standards

This presentation will illustrate for ECE professionals how the work of early childhood education supports Arizona's College and Career Ready Standards in kindergarten. Highlights include the reframing of our work as well as outlining the major educational shifts that will support the evolution of a child's thinking.

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Early Childhood Assessment System

In this session, participants will have the opportunity to explore the components of an early childhood education assessment system, understand how to utilize data to inform instruction, and connect to the AZ Dash. In addition participants will build an understanding of how AZ Dash can be used to see various levels of data to prepare conversations on school readiness, instruction, intervention and implementation.

ECQUIP Training

The Early Childhood Quality Improvement Practice Process (ECQUIP) was developed as a means to assure quality and accountability on behalf of the districts who receive state funding through ADE-ECE. In order to guide districts through the self-assessment process (working towards quality improvement), the framework to this approach needs to be clearly stated. This session will use a variety of instructional techniques that will involve whole body and mind learning, learning that is created and not consumed, involves collaboration, occurs on various levels and provides attendees with information on the topic that they can use to immediately begin the ECQUIP process.

Embedded Learning Opportunities

Many early childhood educators are being asked to work with young children with disabilities. This session is designed to provide educators with systematic approaches and strategies for embedding learning opportunities throughout their classroom's day to day routines. Participants will explore the necessary components when planning embedded learning opportunities and will determine the best way to maximize children's engagement throughout the instructional process.

Family Engagement

Participants will explore research based elements of Family Engagement as well as learn strategies to support the families of children, as well as discuss ways to recognize and overcome barriers to effective family engagement.

Family Engagement and Cultural Awareness

Participants will be given an overview of family engagement and how to be aware of the influence of culture when engaging with families.

Fine Arts Standard Module

The arts nurture the imagination and creative spirit of all children. Sensory awareness is the foundation for all imaginative activity and creative expression. For young children, the importance of the arts is in the process of creating rather than the end result. In this interactive session, participants will actively explore the arts and how it connects to all areas of learning and how they are

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fundamental to children's development and education. Through hands-on activities, participants will gain practical ideas that will allow children to develop independence, self-esteem, and self-expression through the arts process which in turn will allow children to discover more about who they are and gain insight into their own culture and the cultures around them.

Introduction to the Arizona Early Learning Standards 3rd Edition

The Early Learning Standards have been developed to provide a framework for the planning of quality learning experiences for all children 3 to 5 years of age. They cover a broad range of skill development and provide an instructional foundation for all children.

Introduction to Arizona's Infant and Toddler Developmental Guidelines

The Introduction to the Infant and Toddler Developmental Guidelines is an overview of the document and tips for navigating through it. The Infant and Toddler Developmental Guidelines have been developed to provide a framework for all caregivers who may care for children ages birth to 36 months. The Guidelines are meant to build awareness of the unique developmental characteristics of infants and toddlers, increase awareness of quality infant and toddler caregiving and education, and to guide intentional planning for quality learning experiences for children in this age range.

Introduction to the Program Guidelines for High Quality Early Education: Birth through Kindergarten

The Program Guidelines for High Quality Early Education: Birth through Kindergarten provides a set of recommended practices for programs to use as they strive for excellence in the care and education of young children through Arizona. Join us as we review the Program Guidelines and look at the descriptors for each indicator as well as the supplemental indicators for programs with children ages 0-6. Develop a working knowledge of the guidelines so that your program is better prepared to help young children succeed.

Kindergarten Transition for All Children

Transition to Kindergarten is a year- long process. It does not start in January or February when elementary schools begin to offer Kindergarten Round-up or begin the registration process for children. The year before kindergarten is the ideal time for teachers to partner with parents to think about children's strengths and challenges in order to help prepare children for their Kindergarten school year. Pre- K teachers must ask: Are we doing everything we can to ensure: Children are prepared for kindergarten? Kindergarten teachers and schools are prepared for the children they will receive? Parents are prepared to participate in the process? Participants in this training will: Reflect on their current kindergarten transition process, Define their role in the transition process, Identify barriers to the transition process and generate possible solutions, and develop a kindergarten transition timeline.

Language and Literacy Standard Module

Daily exposure to verbal and written language provides young children with the opportunities to begin acquiring a basic

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understanding of the concepts of literacy and its functions. Through play, children learn to create meaning from language and communicate with others using verbal and non-verbal language, pictures, symbols, and print. In this six hour session, participants will actively explore the Language and Literacy Standard.

Language Development and Communication Infant Toddler Domain Module

Daily exposure to verbal and written language provides infants and toddlers with the opportunities to begin acquiring a basic understanding of the concepts of oral language and communication. Through play, children learn to create meaning from language and communicate with others using verbal and non-verbal language, pictures, symbols, and emergent literacy skills. In this four hour session, participants will actively explore the Language Development and Communication Domain.

Language Development and GOLD

Instructional staff have the responsibility to help children refine their language development. It includes teaching them to communicate effectively in various situations, expanding and enriching their vocabulary and teaching grammatical structure. It should be fun and interactive. During this interactive session, participants will: define language development, name the essential language systems, understand word meaning and “heaping”, recognize children need language experiences in the classroom, design a language rich classroom, and explore GOLD activities for Language and Literacy.

Language Modeling

In this session, participants will identify and apply strategies that promote language modeling—an instructional strategy that supports language and literacy development. The information will focus on the various ways a teacher can make intentional use of language to help children develop their own language skills.

Let’s Talk: Engaging Children in Conversations

Engaging children in conversations fosters cognitive and social development for children.

These benefits are greatly impacted by the quality of what is said in the conversation.

So, understanding that having extended conversations with children supports their cognitive development and increases positive interactions, the objective of this workshop is to:

1. To learn the key elements of meaningful conversations with young children
2. To identify the benefits of teachers engaging in conversations with young children
3. To understand strategies teachers can use to engage children in conversations
4. To identify opportunities in the classroom to have conversations with children

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Math and GOLD

Finding activities to align with the Early Learning Standards and GOLD can be time consuming. In this session participants will have the opportunity to explore the tools developed by Teaching Strategies GOLD. Participants will recognize Teaching Strategies GOLD tools and activities, investigate the objectives relating to math within the Teaching Strategies GOLD tool, explore Teaching Strategies GOLD math activities and review Teaching Strategies GOLD timesaving tips and teacher shortcuts.

Mathematics Standard Module

To provide an in-depth examination of the Arizona Early Learning Mathematics Standard that will lead to effective planning of quality learning mathematics' experiences for children three to five years of age. Participants will actively explore the Early Learning Mathematics Standard through this module. Through hands on activities, participants will learn the theory of mathematics and also gain practical ideas to use in the classroom.

Music and Movement

Singing, dancing, making and moving to sounds/rhythms are fundamental musical activities of young children. The exploration of music and movement enhances all areas of a child's learning. Music and creative movement connect children to their own community and expand their personal view of the world.

Physical Development, Health and Safety Standard Module

Physical activity is natural for young children. Including physical activity in early childhood classrooms will help children remain physically fit later in life. Active children are healthier children. Health and safety go hand in hand with physical development and activity. In this interactive session, participants will actively explore physical development, health and safety. They will see how all three are connected and will lead to happy children and healthier adults. Through hands-on activities, participants will gain practical ideas that will allow children to develop motor skills in appropriate ways, increase children's capacity for learning and promote social well-being as well as physical and mental health.

Physical and Motor Development Infant Toddler Domain Module

This four-hour session will provide an in-depth examination of the Infant and Toddler Developmental Guidelines Physical and Motor Development Domain, which will lead to effective planning of quality learning experiences for children birth to three years of age. Through hands on activities, participants will learn concepts of brain research, child development research and also gain practical ideas to use in interactions with children birth through three. Participants will also gain practical ideas that will help to foster children's gross and fine motor skills in appropriate ways, increase children's capacity for learning and promote social well-being as well as physical and mental health.

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Process vs. Product ~Art and the Young Child

The acts of exploring and creating are what really matters with young children. Join us as we actively explore the benefits of a creatively stimulating classroom. Learn the difference between process and product art and their place in the early childhood classroom. Discuss the teachers' role in teaching art, review your existing repertoire of activities and discover new ways you can intentionally foster children's creative expression.

Quality of Feedback

Expanding children's language and increasing their higher level thinking skills is an essential component of high quality teaching. This training will highlight the use of quality feedback as an effective instructional strategy. Through interactive activities, participants will explore the crucial components to helping children gain a deeper understanding of concepts through the use of their responses, comments and questions. Participants will practice concrete strategies to engage children in higher level thinking.

Ramps and Pathways

Learn how to promote children's scientific reasoning by engaging them in active experimentation through the use of Ramps and Pathways. In this interactive session you will see the benefits of using a constructivist approach to physical science learning in the early childhood classroom. You will learn why ramp activities engage children deeply in reasoning about physical objects and phenomena such as force and motion and how to apply the 10 principals of constructivist teaching in your classroom.

Reading and the Brain

Knowledge of decoding, word recognition and the concept of the brain's four-part processor are an integral part of building foundational skills for reading. In early childhood education practices in phonological awareness such as rhyming, alliteration and phoneme blending are emergent literacy experiences that will support a language rich preschool experience and provide the foundation for reading success

Scaffolding

In this session participants will explore Vygotsky's "Social Development Theory" and "Zone of Proximal Development". Participants will:

- Learn how scaffolding provides support for a child
- Identify deliberate and planned support strategies
- Identify prompts
- Practice scaffolding and making decisions about support strategies

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- Discuss ways to teach scaffolding to high school student

Science Standard Module

Children have a natural sense of wonder and curiosity. Scientific inquiry, for young children, is asking questions and seeking answers based on their natural curiosity. Children learn by being actively engaged with hand on experiences, real objects and natural occurrences. In this full day session, participants will actively explore the Science Standard. Through hands on activities, participants will gain practical ideas to use in the classroom to enhance preschool science inquiry.

Social Emotional Standard Module

Learn how to apply both explicit and indirect teaching practices to assure children's social emotional development. Focus will be placed on the alignment of curriculum with the Social Emotional Standard content area and learning will occur through the use of lecture, small group activities and discussion.

Social and Emotional Infant Toddler Domain Module

Learn how to apply both explicit and indirect teaching/caregiving practices to assure infant and toddler's social emotional development. In this four-hour session, focus will be placed on the alignment of strategies and activities with the Social and Emotional Domain and learning will occur through the use of lecture, small group activities and discussion.

Social Studies Standard Module

The inclusion of Social Studies in early childhood environments is important in order to nurture children's understanding of themselves and others. Through Social Studies children learn to become active, responsible citizens and what the expectations of these citizens are. In this interactive session, participants will delve into the Social Studies Early Learning Standard in order to gain practical ideas to help children acquire skills in problem solving, decision making, and critical thinking that can then be integrated in to all aspects of their world.

Supporting Families of Children with Special Needs

Participants will explore research based elements of Family Engagement as well as learn strategies to support the families of children with special needs, as well as discuss ways to recognize and overcome barriers to effective family engagement.

STEM in Early Childhood

Investigate how STEM teaching and learning can support young children's cognitive development and explore the connections between STEM discipline standards, early childhood experiences supporting children ages 3-5, and the connection to Kindergarten through 3rd Grade

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Using an IEP in a General Ed Classroom

Children with special needs are required to be placed for services in their Least Restrict Environment. For many children this is a General Education Classroom. Many General Education Preschool teachers have not been exposed to the Individual Education Program (IEP) that serves as the educational plan for the child with special needs. This session explores the components of the IEP and what that teacher needs to know about the child to promote an effective learning environment based on the child's individual needs. Participants will learn about Special Education eligibility categories, Special Education services and accommodations for children with special needs that are good for all children as they foster developmentally appropriate practices.

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