

Breakout Session Descriptions

Wednesday, June 21, 2017



Program Guidelines: Health and Nutrition

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. This session will focus on guideline 6: Health and Nutrition. Participants will deepen their understanding that a child's overall wellness consists of adequate nutrition, social emotional well-being, and physical activity; all of which enhance the child's overall success.

Zen & the Art of Early Childhood Education

Many of us think of "early childhood" as more than a stage of development or a career choice. Join Richard Cohen as he shares his story and elicits the stories of his audience members. Laugh, cry and cheer as we reflect together on why we choose play, why we choose anti-bias work and why we choose to give young children meaningful learning experiences. What does it mean to place ourselves in positions of service? How do we balance our humanity and our professionalism in an ever-changing world? How are we community builders? Get ready for a session that will provoke your thinking, engage your emotions and nourish your spirit!

Strategies to Support a Culture of Safety

Children learn best when they are in safe, well-supervised environments. Staff can reduce the possibility of a child getting hurt when they closely observe children and respond when needed. When programs think systematically about child supervision they create safe, positive learning environments for all children.

Creating Systems, Redefining, Organizational Culture & Implementing, Transformational Leadership Practices that Support the Effective Implementation of a True Formative Assessment Process (Creating Systems) - Part 1 of 7 – *Must attend all 7 sessions*

Creating dynamic shifts in how we approach teaching and learning requires dynamic shifts in our organizational culture if the goal is true systemic change. As we align with assessing children authentically, in the context of real, relevant and meaningful experiences where children are actively engaged, we must intentionally address and create systems that support whole child learning. Understanding the needs of the whole child, in all areas of development, is the core of creating this shift and as leaders of schools and programs, we must take the lead in creating a climate that is supportive and trusting, encourages the process of true collaborative engagement, and perceives accountability as an opportunity for growth.

Kindergarten Developmental Inventory: How Did We Get Here?

In 2013, the Arizona Department of Education joined a multi-state consortium led by North Carolina to develop and implement a Kindergarten Developmental Inventory (KDI) that will be available in Arizona for all kindergarten classrooms in the 2017-18 school year. The Kindergarten Developmental Inventory (KDI) is an assessment that kindergarten teachers will use to obtain an in-depth understanding of the developmental strengths and needs of every child. It is intended to be used as a formative assessment—as a tool used throughout the entire school year to help teachers identify the depths of each child's knowledge and abilities in all areas of development: (1) Social and Emotional, (2) Language and Communication, (3) Approaches to Learning, (4) Cognitive Development, and (5) Physical and Motor Development. This session will offer a presentation and discussion on the Kindergarten Developmental Inventory, including a history of the work, update to the resources, and KDI field test teacher perspectives.

Program Guidelines: Community Outreach and Collaboration

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. This session will focus on guideline 7: Community Outreach and Collaboration. Participants will identify and build strategies to create a network of support services for children and families, and link to program and child success.

Gumption, Junction, What's Your Executive Function?

This session will introduce each area of Executive Function. Once participants have been exposed to each area, we will support their awareness of other's Executive Function and what the impact can be on adult and child learning and development. The session will be presented in a hands-on and engaging way and participants will leave with strategies, techniques and tools to use right away.

Early Math in Everyday Practice

Early math knowledge is rooted in children's everyday experiences and interactions, beginning in infancy. This interactive, two-part workshop will support program staff develop trainings for parents and staff to use early math as an anchor to align school readiness (developmental domains and CLASS) with family engagement (Families and Lifelong Educators and Families and Learners) practices.

Creating Systems: Part 2 of 7

Administrator track

Get to Know the Kindergarten Experience

In an effort to prepare teachers and administrators for the implementation of the KDI, a professional development pilot entitled The Kindergarten Project was created in 2013. As a collaborative effort between the Arizona Department of Education and Alesi Group, supported by the Virginia G. Piper Charitable Foundation, The Kindergarten Project aimed to research and identify evidence-based kindergarten practices that support the whole child and increase the likelihood of academic and lifelong success. The Kindergarten Experience, an extension of The Kindergarten Project, is a series of dynamic professional development trainings, workshops and opportunities that offer a comprehensive lens for evidence-based practices that support the whole child in kindergarten. These identified practices are the foundation for the effective and successful implementation of the Kindergarten Developmental Inventory. This session will provide participants with an overview of the work, along with a discussion of PD sessions included in The Kindergarten Experience.

Early Literacy: Take a Walk on the Data Side with MapLIT

Join us for an interactive session and data walk using the MapLIT, an interactive online viewing tool publicly available on Read On Arizona's data center. Learn how to effectively use the data and reporting tools available on MapLIT and take a deeper dive into a whole child data approach as you work to improve school readiness and 3rd grade reading outcomes for students. By providing more robust, statewide data in one centralized, easy to use format, the website is a compelling tool for evaluation, strategic planning, and outreach. The breadth of data encourages a more holistic approach by including education, health and census data, and libraries, elementary and preschools.

MEET UP to Learn

In this session, participants will learn what Brain Research says about how young children learn. New technology and extensive research on learning and the brain provide insight into inspiring motivation, gaining attention, enhancing memory and strengthening cognition in young children. In this interactive and highly engaging session, Dr. Lyding and Mrs. Dyer will offer concrete, easy to use strategies based on this Science. Participants will apply this new learning while creating activities for their own classrooms.

Curriculum Fidelity

Curriculum fidelity is defined as implementing a curriculum the way it was intended by the developers. Participants will gain knowledge and be able to put a system that includes professional development, coaching, and other resources that will support the teaching staff to be able to implement the curriculum with fidelity.

Creating Systems: Part 3 of 7

Administrator track

Kindergarten Developmental Inventory: Tool Technical Assistance

Technical assistance on the platform for the Kindergarten Developmental Inventory (KDI) tool.

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Trauma Informed Care

This session will focus on understanding the impact of trauma on young children and their caregivers from an infant mental health perspective. Participants will learn about the importance of attachment relationships, signs and symptoms of trauma in young children and strategies to support young children and their families following traumatic experiences. The session will highlight the importance of relationship-based intervention and will include consideration of young children in the foster care system. Community resources will be identified and discussed.

Developing Language and Literacy through Science

This interactive workshop is designed to explore ways to use songs, stories, and meaningful experiences surrounding a science topic to provide rich and varied language experiences for language and literacy development. High-quality early childhood education programs that develop language and foundational literacy skills prepare young English language learners for later success in school. Through real and relevant experiences English Language Learners will develop their listening, speaking, reading, and writing skills which will provide the foundation they need for kindergarten and beyond.

Assessment Module 2: What Does Assessment Look Like?

In this session, participants will have the opportunity to explore the components of an early childhood education assessment system and deepen understanding of assessment types to better identify what it will look like in the classroom. In addition, participants will identify benefits of a Formative and Summative assessment and engage in practice creating assessments.

Creating Systems: Part 4 of 7

Administrator track

Intro to Social Emotional Development Part 1

Kindergarteners who get along well with teachers and peers, listen and follow directions, and can stay on task have basic skills essential for academic achievement. Children learn and refine many of the social and emotional skills they need through interactions with both adults and peers throughout the school day. Children who struggle with relationships or rules benefit from teacher support in learning skills they need to be successful, such as problem solving or working through frustration. Teachers can support children's social and emotional development by creating an inclusive classroom community, promoting children's relationships with teachers and peers, and providing daily opportunities and support for children to engage in small group learning activities. Kindergartners thrive when they see themselves as a valued member of the classroom community and when they are confident that they are genuinely valued and loved by their teachers.

Expulsion Dilemma

Participants attending the Expulsion Dilemma will receive an overview of national research on expulsion and why this led to federal and state expulsion prevention policies. We will explore the impact of expulsion in early care and education may carry for children, families and the community. Participants will be introduced to Arizona's expulsion policies and develop an understanding of the policy components. We'll touch on next steps as a transition to the follow up session on Expulsion Strategies.

Alphabet Learning in Young Children

This session will explore the research on letter learning and its predictive capabilities for later literacy success. Evidence-based teaching strategies for alphabet instruction in the early years will be shared. Participants will learn about the alignment among early learning standards, Head Start standards, and Kindergarten foundational ELA standards.

Reading and the Brain: What's the Connection?

This presentation will provide an introduction to how the brain learns to read. The human brain is wired for learning language, but not for reading. It is an optional accessory that each individual brain must add. Learn about the importance of early vocabulary acquisition as part of the continuum of learning to read.

Creating System: Part 5 of 7

Administrator track

Intro to Social Emotional Development Part 2

Kindergarteners who get along well with teachers and peers, listen and follow directions, and can stay on task have basic skills essential for academic achievement. Children learn and refine many of the social and emotional skills they need through interactions with both adults and peers throughout the school day. Children who struggle with relationships or rules benefit from teacher support in learning skills they need to be successful, such as problem solving or working through frustration. Teachers can support children's social and emotional development by creating an inclusive classroom community, promoting children's relationships with teachers and peers, and providing daily opportunities and support for children to engage in small group learning activities. Kindergartners thrive when they see themselves as a valued member of the classroom community and when they are confident that they are genuinely valued and loved by their teachers. Gain deeper knowledge by attending part 2!

Expulsion Prevention Strategies

In this session on Expulsion Prevention strategies, participants will learn about three evidence-based approaches which help to reduce and prevent Expulsion. Skills and strategies for using these approaches will be introduced. Participants will have opportunities to apply new knowledge in very brief case-based exercises.

Alphabet Learning in Young Children

(Repeated from 6/21)

Smart Talk: Let's Talk with Babies, Module 1: An Introduction

Research tells us quality conversations with caring adults help babies and toddlers grow in ways that promote learning and support later reading success. The objective of this session is to raise awareness among parents and caregivers that talking and reading with young children – starting from birth – makes a big difference in how their brains grow and helps develop the skills they'll need to be a good reader.

Creating Systems: Part 6 of 7

Introduction to Organization of Space and Time Part 1

Kindergarten is a critical year in a child's educational career and the experiences offered during this instrumental year can significantly impact the much needed foundation for both academic and lifelong success. The organization of space and time in a kindergarten classroom creates the stage for optimizing the opportunities for supporting the whole child in all areas of development—social and emotional, language and communication, approaches to learning, cognitive, and physical development. Join us as we explore the significance of the ORGANIZATION OF SPACE--the intentional design of the kindergarten classroom environment and the ORGANIZATION OF TIME—scheduling the day to optimize opportunities for discovery, critical thinking and meaningful problem-solving.

AZ Toolkit: Save Time and Money; Improve Quality

AzAEYC, through support from the Virginia G. Piper Charitable Trust, has launched the AZ Toolkit, an online "knowledge hub" containing over 1,600 resources that support high quality education and enhance financial stability of early childhood programs in Arizona. The implementation of this platform directly addresses the most common struggles early childhood providers face - limited time and money and an ever-changing list of demands. The AZ Toolkit provides the supports needed to become more efficient and effective, so providers can focus on providing the highest quality of care to children in Arizona. These supports include customized handbooks, templates, HR resources, training, curriculum, teacher supports, vendor discounts and toolkits to support compliance in human resources, CCDBG guidelines and more. This session will guide attendees through the new platform.

Getting to Know MyTeachingStrategies™

Are you new to MyTeachingStrategies™ and interested in learning more? MyTeachingStrategies™ offers one online location for accessing many of the digital tools, resources, and support that together, make up what we know to be the essential pieces of high-quality classroom practice: teaching and assessing, reporting, ongoing professional development, and engaging with families. "MyTeachingStrategies™ harnesses the power of the GOLD® assessment system to make ongoing assessment invisible and individualizing instruction seamless." Get a guided tour of the new MyTeachingStrategies™ platform: its features, its functionality, and how to navigate within it. We will leave time for questions to ensure that you leave this presentation feeling comfortable in implementing MyTeachingStrategies™ within your classrooms.

What research says about Latinos' beliefs regarding kindergarten Readiness and the Creighton Model to serve them

Latinos has been identified as the largest and fastest growing minority group in the US with the lowest educational attainment levels. Quality ECE impacts children readiness for school. Unfortunately, less than 50% of Latino children are less likely to be enrolled in ECP. In her research, Dr. Pacheco-Schweitzer's use through the lens of the Critical Race theory (CTR) to: examining the Latino parents' cultural beliefs and values affecting their children's readiness for kindergarten. Latino children in the U.S are academically behind their peers even at the beginning of kindergarten. Voices of Latino families in a small district in Phoenix Arizona unveiled their cultural wealth and attempt to explain the reasons for their lack of readiness. Latino's decision-making process in opting to send their children to Early Childhood Programs, impacting their readiness for school will be discussed. Findings suggesting the importance of capitalizing on the Latino parents' cultural wealth will help administrators and teachers to maximize opportunities for this growing minority. Recommendations based on the research and the research/evidence based Creighton family-engagement model will be shared to help participants increase parent engagement as well as ideas to build the parents capacity to support their children's readiness.

Creating Systems: Part 7 of 7

Introduction to Organization of Space and Time Part 2

Kindergarten is a critical year in a child's educational career and the experiences offered during this instrumental year can significantly impact the much needed foundation for both academic and lifelong success. The organization of space and time in a

kindergarten classroom creates the stage for optimizing the opportunities for supporting the whole child in all areas of development—social and emotional, language and communication, approaches to learning, cognitive, and physical development. Join us as we explore the significance of the ORGANIZATION OF SPACE--the intentional design of the kindergarten classroom environment and the ORGANIZATION OF TIME—scheduling the day to optimize opportunities for discovery, critical thinking and meaningful problem-solving. Gain deeper knowledge by attending part 2!

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Making the Connection: My Brain and My Behavior

The executive functioning abilities of the brain play a critical role in the development of lifelong social and emotional skills for the young learner with special education needs. Executive Functioning involves the ability to plan, organize, and complete tasks. For young learners who do not have strong executive functioning skills, navigating an early childhood environment can be extremely difficult and often challenging behaviors related to frustration and poor self-regulation develop or intensify. In this session presenters will offer explicit instructional tools and strategies that foster a positive classroom community and promote social and emotional competence within a comprehensive/holistic framework. Recommendations for implementation and sustainability of positive behavior supports in an inclusive preschool environment will be offered. Participants will engage in cooperative learning through the use of functional behavior assessments, case study analysis, videos, and round table discussions to identify the critical thinking/executive functioning skills that promote social and emotional competencies that last a lifetime.

Creativity: Tapping into Learning Preferences

The creative arts tend to be a secondary thought in the classroom, but a priority for our youngest thinkers. With learning emphasis focused on the core subject areas: reading, writing, math, science, and social studies, classroom teachers seldom find sufficient time to engage students with the creative arts. As the educational standards continue to shift, teachers strive to develop knowledgeable, problem solvers. This presentation will focus on applying the creative arts to classroom instruction while fostering critical thinking and engaging students in effective learning. Gardner's "Multiple Intelligence" theory will be addressed to support the idea that individuals are different in their learning preferences and needs. Join us to discover how integrating creative arts effectively can foster an engaging classroom and share the passion for teaching with young children.

Smart Talk: Let's Talk with Babies, Module 2: Brain Development and Research

During the first three years of life, the brain undergoes its most dramatic development, forming more neural connections than at any other time period. When this early development is not nurtured, the brain's architecture is adversely affected and young children fall behind in their development and learning. In this session, participants will review some of the newest findings on language development and neuroscience, and be given ideas on how to share this information with other adults.

Program Guidelines: Program Evaluation

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. This session will focus on guideline 8: Program Evaluation. Participant will build an understanding on the guideline, and how quality early childhood programs are assessed on an on-going basis. In addition, participants will see how to utilize results to acknowledge programmatic strengths and address challenges.

Kindergarten Developmental Inventory: How Did We Get Here?

(Repeated from 6/21)