The following are professional development opportunities provided by the Arizona Department of Education Early Childhood Unit. Professional development sessions utilize the following ECE state resources as the foundation:

* Arizona Early Learning Standards 3rd Edition
* Arizona’s Infant and Toddler Development Guidelines
* Program Guidelines for High Quality Early Education: Birth through Kindergarten
* The Assessment Continuum Guide for Pre-K through Third Grade in Arizona
* Early Childhood Quality Improvement Process (ECQUIP)

To best meet the needs of the field, the professional development sessions range from 2-4 hours in length and are organized into a tiered system. It is suggested that trainings are completed according to the tiered order (i.e. Beginning, followed by Intermediate, followed by Advanced). The *Arizona Early Childhood Workforce Knowledge and Competencies* are also reflected in the tiers and session descriptions to help further guide development.

**Beginning: (WFKC Level 1-2- *please see descriptions for specific WFKC alignment*)**

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| **Arizona Early Learning Standards** | **Arizona’s Infant and Toddler Development Guidelines** | **Program Guidelines for High Quality Early Education: Birth through Kindergarten** | **The Assessment Continuum Guide for Pre-K through Third Grade in Arizona** | **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** | Assessment Module 1: Why Assess**2 hours** | Introduction to ECQUIP**2 hours** |

**Intermediate: (WFKC Level 2-3-*please see descriptions for specific WFKC alignment*)**

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| **Social Emotional** | **Approaches to Learning** | **Language and Literacy** | **Mathematics** | **Science** | **Social Studies** | **Physical Development, Health and Safety** | **Fine Arts** | **ECQUIP/****Program Guidelines** | **Assessment** |
| 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** | The Essentials of Family Engagement**4 hours** | Assessment Module 2**2 hours** |
| 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** |  | Program Guidelines: Program Administration & Qualifications**2-4 hours** | Ongoing Progress Monitoring**2 hours** |
|  | Infant/Toddler Cognitive Development **4 hours** | Smart Talk: Let’s Talk with BabiesModule 1: An Introduction**2 hours** |  |  |  |  |  | Program Guidelines: Daily Routines & Schedules**2-4 hours** | Ongoing Progress Monitoringand GOLD**2 hours** |
|  |  | Smart Talk: Let’s Talk with Babies Module 2: Brain Development and Research**2 hours** |  |  |  |  |  | Program Guidelines: Linguistic & Cultural Integration**2-4 hours** |  |
|  |  | Smart Talk: Let’s Talk with BabiesModule 3: Language Nutrition**2 hours** |  |  |  |  |  | Program Guidelines: Family Engagement & Support **2-4 hours** |  |
|  |  | Smart Talk: Let’s Talk with Babies Module 4: Language Transactions**2 hours** |  |  |  |  |  | Program Guidelines: Health & Nutrition**2-4 hours** |  |
|  |  |  |  |  |  |  |  | Program Guidelines: Community Outreach & Collaboration**2-4 hours** |  |
|  |  |  |  |  |  |  |  | Program Guidelines: Program Evaluation**2-4 hours** |  |

**Advanced: (WFKC Level 4-*please see descriptions for specific WFKC alignment*)**

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| **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** | **Assessment** |
| 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 & Cultural Awareness**2 hours** | Assessment Module 3**2 hours** |
| Challenging Behaviors**2 hours** | Scaffolding**2 hours** | Concept Development**2 hours** | Number Sense**2 hours** | Designing an Environment that Supports Inquiry and Application**2 hours** |  |  | Process vs. Product Art **2 hours** | Supporting Families of Children with Special Needs**2 hours** | Supporting Families of Children with Special Needs**2 hours** | Assessment Module 4**2 hours** |
| Kindergarten Transition for All Children**2 hours** |  | Quality Feedback**2 hours** |  | STEM in Early Childhood**2 hours**  |  |  | Socio-dramatic Play**2 hours** | Using an IEP in a General Ed Classroom**2 hours** |  |  |
|  |  | Language Modeling**2 hours**  |  |  |  |  |  |  |  |  |
|  |  | Let’s Talk**2 hours** |  |  |  |  |  |  |  |  |
|  |  | Language and GOLD**2 hours** |  |  |  |  |  |  |  |  |
|  |  | Reading and the Brain**2 hours** |  |  |  |  |  |  |  |  |

**Professional Development Session Descriptions**

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| Assessment Module 1: Why AssessParticipants will build an understanding of each type of assessment of a quality Early Childhood Assessment System, and the importance each plays in providing a thorough view of the whole child. The session will also provide an introduction to AZ Dash, and build upon the conversation of the pre-k to k-3 continuum.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.1-3.10, 4.1-4.2, 5.1-5.3, 6.1-6.3, 7.1-7.2; COA: 1.1-1.2, 3.2, 4.1-4.2; P: 1.1-1.2, 2.1, 2.11, 3.1-3.2

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| CGD | CLE | COA | EI | HSN | FCP | P | PM |
| 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2 | 1.1-1.2, 2.1-2.7, 3.1-3.10, 4.1-4.2, 5.1-5.3, 6.1-6.3, 7.1-7.2 | 1.1-1.2, 3.2, 4.1-4.2 |  |  |  | 1.1-1.2, 2.1, 2.11, 3.1-3.2 |  |

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| Assessment Module 2: What Does Assessment Look Like?Participants will build an understanding of each type of assessment of a quality Early Childhood Assessment System, with specific focus on summative and formative assessment. The session will also provide an introduction to AZ Dash and other state resources, while building upon the conversation of the pre-k to k-3 continuum.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.1-3.10, 4.1-4.2, 5.1-5.3, 6.1-6.3, 7.1-7.2; COA: 1.1-1.2, 3.2, 4.1-4.2; P: 1.1-1.2, 2.1, 2.11, 3.1-3.2 |
| Assessment Module 3: How to Build a High-Quality Early Childhood Assessment SystemParticipants will build upon previous assessment modules to deepen understanding of an Early Childhood Assessment System. This session will also connect specific aspects of Formative Assessment, such as Fundamentals of Learning, and the benefits to a balanced assessment system.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.1-3.10, 4.1-4.2, 5.1-5.3, 6.1-6.3, 7.1-7.2; COA: 1.1-1.2, 3.2, 4.1-4.2; P: 1.1-1.2, 2.1, 2.11, 3.1-3.2 |
| Assessment Module 4: How to Use Assessment Data CollectedParticipants will build upon previous assessment modules to deepen understanding of an Early Childhood Assessment System. This session will refine participant’s understanding of data literacy, reasons to collect data, and how to share data with families. In addition, participants will discuss developmentally appropriate practices and how to utilize data to adjust and inform instruction.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.1-3.10, 4.1-4.2, 5.1-5.3, 6.1-6.3, 7.1-7.2; COA: 1.1-1.2, 3.2, 4.1-4.2; P: 1.1-1.2, 2.1, 2.11, 3.1-3.2 |
| Approaches to Learning Early Learning Standards ModuleApproaches 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.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.1-3.10, 4.1-4.2, 5.1-5.3, 6.1-6.3, 7.1-7.2; EI: 1.1-1.6, 2.1-2.2, 3.1-3.2, 4.1-4.5, 5.1-5.8, 6.1 |
| Approaches to Learning Infant Toddler Domain ModuleApproaches 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).*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.1-3.10, 4.1-4.2, 5.1-5.3, 6.1-6.3, 7.1-7.2; EI: 1.1-1.6, 2.1-2.2, 3.1-3.2, 4.1-4.5, 5.1-5.8, 6.1 |
| Challenging BehaviorsAttendees will discuss methods of identifying challenging behaviors. Participants will identify functions of challenging behaviors, their plausible causes, and coping strategies for dealing with challenging behaviors. Attendees will work together to develop a behavior intervention plan in order to respond to challenging behaviors in ways that are developmentally appropriate for children in their classrooms..*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CGD: 2.1-2.6; COA: 2.1-2.2, 3.1-3.3, 5.1-5.2; CLE: 1.1-1.2, 2.1-2.7, 3.3; EI: 1.1-1.6, 5.6, 5.7; P1.1-1.2 |
| Cognitive Development Infant Toddler Domain ModuleThis 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.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.1-3.10, 4.1-4.2, 5.1-5.3, 6.1-6.3, 7.1-7.2; EI: 1.1-1.6, 2.1-2.2, 3.1-3.2, 4.1-4.5, 5.1-5.8, 6.1 |
| Concept DevelopmentConcept 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, participants will define Concept Development, discuss how to foster children’s thinking skills through the use of Concept Development, and plan for intentional Concept Development through practice activities.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 3.5; EI: 2.1, 4.2-4.5; P1.1-1.2 |
| Conflict ResolutionIn 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, and make a plan to use conflict resolution in their own classrooms*WFKC* CGD: 1.1-1.5, 2.1-2.6, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.3; COA: 2.1-2.2, 3.1-3.3, 5.1-5.2; EI: 1.1-1.6, 5.6, 5.8; P1.1-1.2 |
| Cultural CompetencyCulture includes the ideals, values, and assumptions about life that are widely shared and that guide specific behaviors. This presentation will guide participants through opportunities to develop stronger cultural competency. In addition, participants will be provided opportunities to identify strategies to engage families and the community to develop cultural competency in the classroom.*WFKC* CGD 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE 3.8; HSN: 4.1-4.4: FSP: 1.1-1.4,2.1-2.10, 3.1-3.4, 4.1-4.3 |
| Designing an Environment that Supports Inquiry and ApplicationWhat can a quality science environment look like? How are young children and scientists alike? How might a caregiver encourage inquiry and curiosity in support of children’s scientific thinking skills? Explore the language of science, and develop strategies to create a science-rich environment.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE 3.7 |
| Developmentally Appropriate PracticesThis 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.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.3-3.4; CGD: 2.1-2.6; COA: 2.1-2.2, 3.1-3.3, 5.1-5.2; P1.1-1.2 |
| Dialogic ReadingThis 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.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 3.5; EI: 2.1-2.2, 4.2-4.5; P1.1-1.2 |
| Introduction to the Early Childhood Quality Improvement Process (ECQUIP)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.*WFKC* CLE, COA, FCP, P, PM |
| Embedded Learning OpportunitiesMany 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.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.3-3.4; CGD: 2.1-2.6; COA: 2.1-2.2, 3.1-3.3, 5.1-5.2; EI: 1.1-1.6, 5.6, 5.8; P1.1-1.2 |
| The Essentials of Family EngagementResearch shows us that strong family engagement strategies improve young children’s outcomes.  We recognize that families are children’s first and most important teachers, therefore the support provided to families in this role is critical for children’s success.  In this training, participants will learn research based effective family engagement strategies, and how to begin implementing them into their program.  In addition, barriers to effective family engagement will be identified as well as strategies for overcoming these common barriers.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; HSN: 4.1-4.4; FCP: 1.1-1.4, 2.1-2.10; 3.1-3.4, 4.1-4.3; P: 1.1-1.2, 2.1-2.2, 2.5-2.6, 2.8, 2.11-2.12, 3.1-3.2, 4.1-4.3; PM: 1.1-1.6, 2.12.3, 5.1, 6.1-6.3, 6.6, 6.9-6.10, 7.1-7.4 |
| Family Engagement and Cultural AwarenessParticipants will be given an overview of the importance of family engagement and how to be aware of the influence of culture when engaging with families. Participants will engage in discussion and activities to identify strategies for overcoming barriers to engaging families.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; HSN: 4.1-4.4; FCP: 1.1-1.4, 2.1-2.10; 3.1-3.4, 4.1-4.3; P: 1.1-1.2, 2.1-2.2, 2.5-2.6, 2.8, 2.11-2.12, 3.1-3.2, 4.1-4.3; PM: 1.1-1.6, 2.12.3, 5.1, 6.1-6.3, 6.6, 6.9-6.10, 7.1-7.4 |
| Fine Arts Early Learning Standard ModuleThe 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 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.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.1-3.10, 4.1-4.2, 5.1-5.3, 6.1-6.3, 7.1-7.2; EI: 1.1-1.6, 2.1-2.2, 3.1-3.2, 4.1-4.5, 5.1-5.8, 6.1 |
| Introduction to the Arizona Early Learning Standards 3rd EditionThe 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.*WFKC* CGD, CLE, EI |
| Introduction to Arizona’s Infant and Toddler Developmental GuidelinesThe 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.*WFKC* CGD, CLE, EI |
| Introduction to the Program Guidelines for High Quality Early Education: Birth through KindergartenThe 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.*WFKC* CGD, CLE, COA, EI, HSN, FCP, PM, P |
| Kindergarten Transition for All ChildrenTransition 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.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.3, 4.1; EI: 5.5; FCP: 4.1, P1.1-1.2 |
| Language and Literacy Early Learning Standard ModuleDaily exposure to verbal and written language provides young children with the opportunities to begin acquiring a basic 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.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.1-3.10, 4.1-4.2, 5.1-5.3, 6.1-6.3, 7.1-7.2; EI: 1.1-1.6, 2.1-2.2, 3.1-3.2, 4.1-4.5, 5.1-5.8, 6.1 |
| Language Development and Communication Infant Toddler Domain ModuleDaily 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.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.1-3.10, 4.1-4.2, 5.1-5.3, 6.1-6.3, 7.1-7.2; EI: 1.1-1.6, 2.1-2.2, 3.1-3.2, 4.1-4.5, 5.1-5.8, 6.1 |
| Language Development and GOLDInstructional 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.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 3.5; COA: 1.1-1.2, 3.2, 4.1-4.2; EI: 4.2-4.5; P1.1-1.2 |
| Language ModelingIn 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.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 3.5; EI: 4.2-4.5; P1.1-1.2 |
| Let’s Talk: Engaging Children in ConversationsEngaging 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. 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 children2. To identify the benefits of teachers engaging in conversations with young children3. To understand strategies teachers can use to engage children in conversations4. To identify opportunities in the classroom to have conversations with children*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 3.5; EI: 4.2-4.5; P1.1-1.2 |
| Math and GOLDFinding 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.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 3.6; COA: 1.1-1.2, 3.2, 4.1-4.2; EI: 4.2-4.5; P1.1-1.2 |
| Mathematics Early Learning Standard ModuleTo 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.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.1-3.10, 4.1-4.2, 5.1-5.3, 6.1-6.3, 7.1-7.2; EI: 1.1-1.6, 2.1-2.2, 3.1-3.2, 4.1-4.5, 5.1-5.8, 6.1 |
| Music and MovementSinging, 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.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE 3.9-3.10 |
| Number SenseThis session will explore the continuum/trajectory of learning within the mathematic content area, and connect to state standards (Arizona’s Early Learning Standards and Arizona’s Kindergarten Standards), developmentally appropriate practices, classroom strategies, assessment, and Arizona’s School Readiness Framework. |
| Ongoing Progress MonitoringIn this presentation, participants will distinguish the different assessment types, placing emphasis on the process of ongoing progress monitoring. In addition, participants will analyze and discuss the reason to utilize ongoing progress monitoring in the early childhood education classroom. In doing so, the presentation will guide participants to understand the different components of OPM and identify action goals individuals can take to implement OPM more effectively. *WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.1-3.10, 4.1-4.2, 5.1-5.3, 6.1-6.3, 7.1-7.2; COA: 1.1-1.2, 3.2, 4.1-4.2; P: 1.1-1.2, 2.1, 2.11, 3.1-3.2 |
| Ongoing Progress Monitoring and GOLDIn this presentation, participants will distinguish the different assessment types, placing emphasis on the process of ongoing progress monitoring. In addition, participants will analyze and discuss the reason to utilize ongoing progress monitoring in the early childhood education classroom. In doing so, the presentation will guide participants to understand the different components of OPM and identify how Teaching Strategies GOLD can effectively help teachers collect evidence and monitor student’s progress. *WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.1-3.10, 4.1-4.2, 5.1-5.3, 6.1-6.3, 7.1-7.2; COA: 1.1-1.2, 3.2, 4.1-4.2; P: 1.1-1.2, 2.1, 2.11, 3.1-3.2 |
| Physical Development, Health and Safety Early Learning Standard ModulePhysical 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.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.1-3.10, 4.1-4.2, 5.1-55.3, 6.1-6.3, 7.1-7.2; EI: 1.1-1.6, 2.1-2.2, 3.1-3.2, 4.1-4.5, 5.1-5.8, 6.1; HSN: 3.1, 4.1-4.2, 5.1-5.6 |
| Physical and Motor Development Infant Toddler Domain ModuleThis 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.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.1-3.10, 4.1-4.2, 5.1-5.3, 6.1-6.3, 7.1-7.2; EI: 1.1-1.6, 2.1-2.2, 3.1-3.2, 4.1-4.5, 5.1-5.8, 6.1; HSN: 3.1, 4.1-4.2, 5.1-5.6 |
| Process vs. Product ~Art and the Young ChildThe 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.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE 3.9 |
| Program Guidelines: Program Administration & QualificationsProgram Policies and procedures are an integral part of an early education program. The philosophy is the foundation, similar to a foundation of a house. The policies and procedures are the approaches, systems, ideals, and expectations that bring the philosophy to life. This session will explore in detail what that actually looks like in practice—for infants-toddlers, for preschoolers, for kindergarteners, and will allow participants to clarify expectations and define best practices.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.1-3.10, 4.1-4.2, 5.1-5.3, 6.1-6.3, 7.1-7.2; COA: 1.1-1.2, 3.2, 4.1-4.2; P: 1.1-1.2, 2.1, 2.11, 3.1-3.2 |
| Program Guidelines: Routines & SchedulesHigh quality education programs offer young children support and encouragement as they strive to become confident, competent social beings, problem solvers, and decision makers. When establishing a structure for the day through consistent, predictable, classroom routines and schedules, the needs of the children are taken into consideration to ensure that the environment being created is interesting, stimulating, and inviting. This session will explore in detail what that actually looks like in practice—for infants-toddlers, for preschoolers, for kindergarteners, and will allow participants to clarify expectations and define best practices.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.1-3.10, 4.1-4.2, 5.1-5.3, 6.1-6.3, 7.1-7.2; COA: 1.1-1.2, 3.2, 4.1-4.2; P: 1.1-1.2, 2.1, 2.11, 3.1-3.2 |
| Program Guidelines: Linguistic & Cultural IntegrationLanguage, culture and identify are integral parts of children’s lives. Demonstrating respect for culture and language sets the stage for establishing a caring community of learners. High quality early education programs develop positive relationships with children and their families by using culturally responsive practices. This session will explore in detail what that actually looks like in practice—for infants-toddlers, for preschoolers, for kindergarteners, and will allow participants to clarify expectations and define best practices.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.1-3.10, 4.1-4.2, 5.1-5.3, 6.1-6.3, 7.1-7.2; COA: 1.1-1.2, 3.2, 4.1-4.2; P: 1.1-1.2, 2.1, 2.11, 3.1-3.2 |
| Program Guidelines: Family Engagement & SupportEstablishing a reciprocal relationship with families is critical to the development of healthy, successful learners. In a high quality early education program, frequent two-way communication is established and maintained, and families are presented with multiple opportunities to participate in activities and decisions that concern their children. This session will explore in detail what that actually looks like in practice—for infants-toddlers, for preschoolers, for kindergarteners, and will allow participants to clarify expectations and define best practices.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.1-3.10, 4.1-4.2, 5.1-5.3, 6.1-6.3, 7.1-7.2; COA: 1.1-1.2, 3.2, 4.1-4.2; P: 1.1-1.2, 2.1, 2.11, 3.1-3.2 |
| Program Guidelines: Health & NutritionA child’s overall wellness, including adequate nutrition, social emotional well-being, and physical activity are all parts of a comprehensive early education program and directly affect social, emotional and cognitive development. This session will explore in detail what that actually looks like in practice—for infants-toddlers, for preschoolers, for kindergarteners, and will allow participants to clarify expectations and define best practices.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.1-3.10, 4.1-4.2, 5.1-5.3, 6.1-6.3, 7.1-7.2; COA: 1.1-1.2, 3.2, 4.1-4.2; P: 1.1-1.2, 2.1, 2.11, 3.1-3.2 |
| Program Guidelines: Community Outreach & CollaborationA network of support services for children and families requires the involvement and collaboration of the public, private, tribal and charter schools, private, and federal providers and community agencies, businesses, organizations and local governments. Success is achieved when early education programs, schools, businesses, and the community work together to strengthen the family’s ability to meet its own needs. This session will explore in detail what that actually looks like in practice—for infants-toddlers, for preschoolers, for kindergarteners, and will allow participants to clarify expectations and define best practices.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.1-3.10, 4.1-4.2, 5.1-5.3, 6.1-6.3, 7.1-7.2; COA: 1.1-1.2, 3.2, 4.1-4.2; P: 1.1-1.2, 2.1, 2.11, 3.1-3.2 |
| Program Guidelines: Program EvaluationEffective program evaluation is integral to the maintenance of high quality. Program assessment must be systematic, on-going, multi-faceted, useful and designed and implemented by the program as a whole. The results from the assessment process provide information that is used to determine program successes as well as areas that require improvement. Program goals determined by the assessment are clearly defined, communicated and understood by all stakeholders including families. This session will explore in detail what that actually looks like in practice—for infants-toddlers, for preschoolers, for kindergarteners, and will allow participants to clarify expectations and define best practices.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.1-3.10, 4.1-4.2, 5.1-5.3, 6.1-6.3, 7.1-7.2; COA: 1.1-1.2, 3.2, 4.1-4.2; P: 1.1-1.2, 2.1, 2.11, 3.1-3.2 |
| Quality of FeedbackExpanding 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.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 3.5; EI: 2.2, 4.2-4.5; P1.1-1.2 |
| Ramps and PathwaysLearn 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.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE 3.7 |
| Reading and the BrainKnowledge 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.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 3.5; EI: 4.2-4.5; P1.1-1.2 |
| ScaffoldingIn this session participants will explore Vygotsky’s “Social Development Theory” and “Zone of Proximal Development”. Participants will:1. Learn how scaffolding provides support for a child
2. Identify deliberate and planned support strategies
3. Identify prompts
4. Practice scaffolding and making decisions about support strategies
5. Discuss ways to teach scaffolding to high school student

*WFKC* CGD: 1.1-1.5, 2.1-2.6, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.3-3.4; COA: 2.1-2.2, 3.1-3.3, 5.1-5.2; EI: 1.1-1.6, 5.6, 5.8; P1.1-1.2 |
| Science Early Learning Standard ModuleChildren 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.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.1-3.10, 4.1-4.2, 5.1-5.3, 6.1-6.3, 7.1-7.2; EI: 1.1-1.6, 2.1-2.2, 3.1-3.2, 4.1-4.5, 5.1-5.8, 6.1 |
| Smart Talk: Let’s Talk with Babies Module 1: An IntroductionResearch 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.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 3.5; EI: 4.2-4.5; P1.1-1.2 |
| Smart Talk: Let’s Talk with Babies Module 2: Brain Development and ResearchDuring 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.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 3.5; EI: 4.2-4.5; P1.1-1.2 |
| Smart Talk: Let’s Talk with Babies Module 3: Language NutritionProviding children with abundant language nutrition, starting at birth, ensures a strong foundation for social-emotional and cognitive development and language and literacy ability and places babies on a pathway toward third grade reading proficiency, high school graduation, and lifelong success. In this session, participants will learn some strategies and activities they can use to promote language nutrition.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 3.5; EI: 4.2-4.5; P1.1-1.2 |
| Smart Talk: Let’s Talk with Babies Module 4: Language TransactionsThe quality of the relationships that young children form with the adults in their lives affects all aspects of a child’s development – intellectual, social, emotional, and physical – and lays the foundation for critical developmental outcomes. In this session, participants will learn some strategies and activities they can use to promote high-quality language transactions.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 3.5; EI: 4.2-4.5; P1.1-1.2 |
| Social Emotional Early Learning Standard ModuleLearn 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.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.1-3.10, 4.1-4.2, 5.1-5.3, 6.1-6.3, 7.1-7.2; EI: 1.1-1.6, 2.1-2.2, 3.1-3.2, 4.1-4.5, 5.1-5.8, 6.1 |
| Social and Emotional Infant Toddler Domain ModuleLearn 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.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.1-3.10, 4.1-4.2, 5.1-5.3, 6.1-6.3, 7.1-7.2; EI: 1.1-1.6, 2.1-2.2, 3.1-3.2, 4.1-4.5, 5.1-5.8, 6.1 |
| Social Studies Early Learning Standard ModuleThe 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.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE: 1.1-1.2, 2.1-2.7, 3.1-3.10, 4.1-4.2, 5.1-5.3, 6.1-6.3, 7.1-7.2; EI: 1.1-1.6, 2.1-2.2, 3.1-3.2, 4.1-4.5, 5.1-5.8, 6.1 |
| Sociodramatic PlayInvestigate the Dramatic Play Strand of the Fine Arts Standard; highlight key connections between sociodramatic play and development in all areas of learning; and construct ideas to support sociodramatic play with developmentally appropriate materials, experiences, and settings.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE 3.9 |
| Supporting Families of Children with Special NeedsParticipants 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.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; HSN: 4.1-4.4; FCP: 1.1-1.4, 2.1-2.10; 3.1-3.4, 4.1-4.3; P: 1.1-1.2, 2.1-2.2, 2.5-2.6, 2.8, 2.11-2.12, 3.1-3.2, 4.1-4.3; PM: 1.1-1.6, 2.12.3, 5.1, 6.1-6.3, 6.6, 6.9-6.10, 7.1-7.4 |
| STEM in Early ChildhoodInvestigate 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*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; CLE 3.7 |
| Using an IEP in a General Ed ClassroomChildren 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.*WFKC* CGD: 1.1-1.5, 2.1, 3.1, 4.1-4.4, 5.1-5.4, 6.2; HSN: 4.1-4.4; FCP: 1.1-1.4, 2.1-2.10; 3.1-3.4, 4.1-4.3; P: 1.1-1.2, 2.1-2.2, 2.5-2.6, 2.8, 2.11-2.12, 3.1-3.2, 4.1-4.3; PM: 1.1-1.6, 2.12.3, 5.1, 6.1-6.3, 6.6, 6.9-6.10, 7.1-7.4 |