

**SESSION 9: WEDNESDAY, OCTOBER 20. 10:15 AM – 11:45 AM****9.1 Reports for Head Start Leaders****(Part 3 of 4), K6.5 C2**

*Blair Hyatt, PHSA*

This four-part series will provide leaders in the Head Start/Early Head Start community with relevant updates at the federal, state, and local levels. The series is facilitated by Blair Hyatt, PHSA Executive Director. Parts 1 and 2 are workshops #5.1 and #7.1 on Tuesday; Part 4 is workshops #11.1 on Wednesday. Participants may select as many or as few of the series as they wish.

Target Audience: Administration; Advocacy; Higher Ed & Consulting/Training/Technical Assistance

Child Ages: Infant/Toddler; Preschool/PreK

**9.2 Keynote Follow-Up**

*Kisha Reid, Discovery Early Learning Center*

Join our Keynote speaker, Kisha Reid for a follow-up session to her Keynote presentation. Additional information available soon.

Target Audience: Administration; Center-Based Care; Home-Based Care; Advocacy; Early Intervention; Higher Ed &

Consulting/Training/Technical Assistance; Home Visiting; Program Monitoring

Child Ages: Infant through School-Age

**9.3 When the World Went Sideways:****Learning Discoveries During the Pandemic, K2.9 C2**

*Dr. Kathleen Harris, Seton Hill University; Maria Stone, Seton Hill University; Dr. Melissa Tamburrino, Seton Hill University*

How can teacher preparation programs provide educational technology to design developmentally appropriate online activities? We will look at how a Child Development Lab School introduced online learning to young children and families during the pandemic. We will also share lessons learned by early childhood and special education students who taught children at the CDC during the pandemic. The workshop highlights pedagogical considerations, teacher reflections, and ways to create opportunities for families at home. Several logical considerations will also be discussed including technical support, adult support at home, and coordination with families. Now, the big question is: Where do we go from here?

Target Audience: Administration; Higher Ed & Consulting/Training/Technical Assistance

Child Ages: Preschool/PreK; Kindergarten - 2nd Grade; School-Age

**9.4 Transitions that Teach, K2.9 C3**

*Jennifer Fernandez, School Specialty LLC*

We will discuss the importance of transitions in the early childhood classroom, the elements of a good transition and how to use transitions to support the teaching of Pennsylvania's Learning Standards for Early Childhood. Participants will also learn about tools and strategies for making transitions more successful during their school day.

Target Audience: Center-Based Care; Home-Based Care

Child Ages: Preschool/PreK

### 9.5 Head Start Coaching Companion, D6.12 C2

*Brie Broughman, ICF*

Join this workshop to explore and practice using the coaching companion, an online media sharing platform designed to support and enhance grantees' coaching activities. Come ready to ask questions about the tool and

practice using it. Coaches will leave with an understanding of the coaching companion's functionality and an increased comfort level with the technology.

Target Audience: Administration; Higher Ed & Consulting/Training/Technical Assistance  
Child Ages: Infant/Toddler; Preschool/PreK

## SESSION 10: WEDNESDAY, OCTOBER 20. 12:30 PM – 2:00 PM

### 10.1 Inclusive Physical Activities with Young Children with Disabilities, K2.7 C2

*Diane H Craft, Active Play Books*

Learn to create environments that help young children with disabilities develop their movement skills in natural settings while playing with typical peers. These physical activities need only inexpensive equipment and small spaces, accommodate children of varying ages and abilities, can also be played by families at home, and are FUN!

Target Audience: Center-Based Care; Home-Based Care; Home Visiting; Early Intervention; Higher Ed & Consulting/Training/Technical Assistance

Child Ages: Preschool/PreK

### 10.2 Equitable Access for Multilingual Learners: In-Person and Remote Learning, K1.3 C2

*Karen Nemeth, Language Castle LLC*

Join a discussion of what we've learned about ensuring equitable access to learning for children from diverse language and cultural backgrounds. We'll demonstrate some apps, exchange ideas, and share resources that can support in-person and remote learning. A major portion of our time will involve you in interactive, collaborative planning for implementing new approaches to teaching children who are multilingual learners.

Target Audience: Administration; Center-Based Care; Home-Based Care; Advocacy; Early Intervention; Higher Ed & Consulting/Training/Technical Assistance; Home Visiting; Program Monitoring

Child Ages: Infant through School-Age

### 10.3 Cultural Responsiveness: Respecting Children & Families (Part 3 of 3), K3.3 C2

*Kweli Archie, Philadelphia Health Management Corporation; Betsy Manlove, Lock Haven University*

In Part 3, participants will learn specific strategies and ways to create a learning environment that recognizes the cultural contexts of all children's lives. They will also explore specific strategies for engaging with families that respect their cultural background and connects them to the early childhood program.

THIS IS A 3-PART SERIES: If you select this workshop, please also select #2.3 on Monday and #6.2 on Tuesday.

Target Audience: Center-Based Care; Home-Based Care

Child Ages: Infant through School-Age

**10.4 The SEL Cohort 3.0: Professional Development for Inspiring Change (Part 1 of 2), D6.3 C1**

*Tracy Larson, University of Pittsburgh; Carol Barone-Martin, Pittsburgh Public Schools; Kim Dellefemine, Pittsburgh Public Schools*

In this two-part workshop, you will learn about a collaborative project, the SEL Cohort, between Pittsburgh Public Schools Early Childhood Program, HealthyCHILD, and System 1-2-3 that was designed to reduce professional isolation, foster SEL and innovation, and spread the expertise and insights of individuals throughout the EC program. You will hear directly from members of SEL Cohort 3.0. They will describe their SEL journey and share details about their innovative projects (Part 2 is Workshop #12.5).

Target Audience: Administration; Center-Based Care; Early Intervention

Child Ages: Infant/Toddler; Preschool/PreK

**10.5 Parent Partnership Power, K3.2 C2**

*Kathleen Murphey, ICF*

For parents of young children, learning to advocate for their child can be a journey. When that child has a known or suspected disability, parents can be tempted to put aside their own wishes and defer to the "experts." Learn how HS/EHS family service professionals can support parents in becoming leaders of their child's education team, and how HS/EHS programs can partner with early intervention and special education agencies to build strong systems for successful children.

Target Audience: Administration; Center-Based Care; Home-Based Care; Home Visiting

Child Ages: Preschool/PreK

**SESSION 11: WEDNESDAY, OCTOBER 20, 2:45 PM – 4:15 PM**

**11.1 Reports for Head Start Leaders (Part 4 of 4), K6.5 C2**

*Blair Hyatt, PHSA*

This four-part series will provide leaders in the Head Start/Early Head Start community with relevant updates at the federal, state, and local levels. The series is facilitated by Blair Hyatt, PHSA Executive Director. Parts 1 and 2 are Workshops #5.1 and #7.1 on Tuesday; Part 3 is Workshop #9.1 on Wednesday. Participants may select as many or as few of the series as they wish.

Target Audience: Administration; Advocacy; Higher Ed & Consulting/Training/Technical Assistance

Child Ages: Infant/Toddler; Preschool/PreK

**11.2 Expanding Your View: Building Relationships and Empowering School-Age Children, K1.10 C1**

*Angel Avery-Wright, PA Key*

Have you heard about the School-age Program Quality Assessment (SPQA) and the Social Emotional Program Quality Assessment (SEL PQA) program observation instruments? These program observation instruments look at your school-age classroom through a new lens. Learn how children demonstrate responsibility, planning, leadership, and reflection and how social-emotional learning can be integrated. You will leave ready to conduct an internal assessment using these instruments in your classroom.

Target Audience: Center-Based Care; Higher Ed & Consulting/Training/Technical Assistance; Program Monitoring

Child Ages: School-Age

**11.3 YES! Learning Can Be FUN...and GAMES, K3.1 C1***Bev Schumacher, Learning Props*

Play is learning! Come join the fun as we explore how children can learn while playing games. Games can support social and emotional development, enhance concept development, and encourage higher levels of thinking. Families can play games to extend program learning and programs can use games to invite parent engagement. Game experiences can be created to support language needs, learning strengths and areas of growth. Assessment and observations can direct game content to nurture learning. Program management has the opportunity to encourage parent engagement outreach via game events or classroom outreach, and teaching staff in all ECE settings can invite learning through gameplay.

Target Audience: Administration; Center-Based Care; Home-Based Care; Early Intervention; Home Visiting

Child Ages: Preschool/PreK

**11.4 Exploring the Effective Practice Guides as a Resource for Coaching, D6.12 C2***Jordon Taylor, ICF*

Building positive relationships with children is the foundation of early learning. Participants will explore the Effective Practice Guide: Social and Emotional Development. The guide focuses on evidence-based teaching practices that promote the social and emotional development of children birth to 5, as outlined in the Head Start Early Learning Outcomes Framework. Discover how to use this resource to support practice change through implementation of the Practice-Based Coaching cycle.

Target Audience: Administration; Higher Ed & Consulting/Training/Technical Assistance

Child Ages: Infant through School-Age

**11.5 Preparing Educators and Programs for Antiracist Work, K3.3 C1***Laurie Strouse, Penn State Better Kid Care;**Rebecca Escott, Penn State Better Kid Care*

To be antiracist is to take action against racism. Early care and education programs that do antiracist work look closely at their policies, practices, and mindsets; they actively root out, name, and address racial biases. We will offer support to educators as they learn to center their practices around racial equity, as well as provide supportive strategies for readying educators and enrolled families for the shift in program culture that doing antiracist work requires.

Target Audience: Administration; Center-Based Care; Home-Based Care

Child Ages: Infant through School-Age

**SESSION 12: WEDNESDAY, OCTOBER 20, 4:30 PM – 6:00 PM****12.1 Baby Dolls and Bias: Cultural Responsiveness in ECE Classrooms, K2.4 C2**

*Kellie Umphrey, Council of Three Rivers American Indian Center*

We will take a deep dive into the history of many of the manipulatives and toys used in ECE classrooms and reveal gender and racial biases as well as tackle the implicit biases we have as providers and how those biases find their way into our classrooms and teaching practices. We touch on the ways to recognize these biases and to end them.

Target Audience: Center-Based Care; Advocacy

Child Ages: Infant/Toddler; Preschool/PreK

**12.2 Understanding Standards to Enhance Interactions, K1.7 C2**

*Tonya Kmetz, Teach Reach Master Consulting*

Great teachers are so highly aware of standards for growth as well as individual student development that they naturally turn every interaction in a lesson or during a spontaneous conversation into a learning experience. Participants will practice enhancing interactions and extending student knowledge. Doing so leads students toward mastery of developmental milestones and standards. When teachers know where students need to go and are able to create interactions that push them to the next level of learning, we help all students meet their highest potential.

Target Audience: Center-Based Care; Home-Based Care; Early Intervention

Child Ages: Infant/Toddler; Preschool/PreK

**12.3 The ABCs of CQI, D8.1 C1**

*Elizabeth Marcello, Child Care Consultants;*

*Jenn Wertz, Child Care Consultants*

Focusing on facility Leadership Team members, we will discuss what Continuous Quality Improvement is and why it is so important for ECE and School-Age programs, as well as how CQI relates to the Keystone STARS Standards and requirements. We will introduce the Lotus Blossom creative thinking technique and utilize S.M.A.R.T. goal planning to help guide and inform your CQI plans as well as to get your staff involved in the planning process. Lastly, you will have the opportunity to complete a CQI goal and discuss it with a small group of participants in a breakout room. You will gain a better understanding of how CQI planning can help maximize your facility's quality improvements.

Target Audience: Administration; Center-Based Care; Home-Based Care; Program Monitoring

Child Ages: School-Age

**12.4 Now's the Time! K6.4 C2**

*Susan MacDonald, Inspiring New Perspectives*

Moving beyond the stress and challenges of the past year requires educators and leaders to be intentional and focused on all that is possible. This motivational presentation will guide participants in creating a vision-focused action plan for effectively managing their time. New strategies and well-researched tools will inspire participants to incorporate new habits, rituals, and daily practices to enhance their well-being and reignite their passion for leading early childhood programs.

Target Audience: Administration; Center-Based Care; Home-Based Care; Early Intervention; Higher Ed & Consulting/Training/Technical Assistance; Home Visiting

Child Ages: Infant through School-Age

**12.5 The SEL Cohort 3.0: Professional Development for Inspiring Change (Part 2 of 2), D6.3 C1**

*Tracy Larson, University of Pittsburgh; Carole Barone-Martin, Pittsburgh Public Schools; Kim Dellefemine, Pittsburgh Public Schools*

In this two-part workshop, you will learn about a collaborative project, the SEL Cohort, between Pittsburgh Public Schools Early Childhood Program, HealthyCHILD, and System 1-2-3 that was designed to reduce professional isolation,

foster SEL and innovation, and spread the expertise and insights of individuals throughout the EC program. You will hear directly from members of SEL Cohort 3.0. They will describe their SEL journey and share details about their innovative projects (Part 1 is Workshop #10.4).  
Target Audience: Administration; Center-Based Care; Early Intervention  
Child Ages: Infant/Toddler; Preschool/PreK

