



## **MONDAY, OCTOBER 17**

### **Session #1 – 10:30 AM - Noon**

#### **1.01 | The 4BELS Promoting Emotional Safety, Equity, and Inclusion | Standard 4: Level 1**

Andrea Seidman, President, A Child's World Early Age Education; Tina Kearney, Director of Operations, A Child's World Early Age Education

This interactive workshop teaches the latest research on how the brain learns best. This information has an integrated assessment process that ensures an emotionally safe, non-bias, inclusive environment for every student's unique brain. Participants will have the opportunity to practice exercises and lesson planning according to the Four Brain Essential Learning Steps (4BELS). Participants are encouraged to bring their own curricular content in order to better understand how to implement instruction; however, this is not required.

#### **1.02 | Staff Well-being and Morale – What Does It Mean? | Standard 7: Level 1**

Missy Richwine, Early Learning Coordinator, CAP Lancaster/Thrive to Five

During these unprecedented times, those who work in the early childhood field are feeling the burn out more than ever. This workshop helps explain how staff well-being can be managed by administrators, leaders and staff in order to keep their workforce happy and appreciated.

#### **1.03 | 63%: Saving Moms and Children from the Childcare Poverty Crisis | Standard 2: Level 1**

LaBreshia Taylor, Program Coordinator/Intern, Along the Way; Kristina Valdez, Executive Director, Along the Way

63% of a single mother's income is used for child care – this is too much. Without childcare, moms are not able to achieve professional and educational goals and attain economic self-sufficiency. Without work, moms are not able to break the cycle of poverty and provide a better quality of life for their children. We will highlight the various socioeconomic factors that contribute to the current childcare crisis impacting nearly 4 million single mothers living below the federal poverty line. Attendees will also learn about Along the Way's holistic care approach to providing stability and self-sufficiency to single moms. Finally, we will provide educators with the tools to identify families in their classrooms that may be in need of additional support. Along the Way is a Pennsylvania-based non-profit providing professional development resources and free in-home childcare to single moms.

#### **1.04 | OCDEL Town Hall | Standard 6: Level 1**

Tracy Campanini, Deputy Secretary, OCDEL; Shante' Brown, Director, OCDEL Bureau of Certification Services; Lisa Parker, Director, OCDEL Bureau of Early Intervention Services; Christine Reber, Director, OCDEL Bureau of Early Learning Resource Center Operations and Monitoring; Kesley Shaw, Director, OCDEL Bureau of Policy and Professional Development

Join members of the OCDEL senior management team as they discuss and answer questions regarding their current initiatives and future vision.

## **1.05 | What STEM Should Look Like in Preschools! | Standard 5: Level 1**

Norda Lewis, Director/Owner, Innovation & Exploration STEM Early Learning Center

We will consider several questions: What is STEM? What is a STEM Curriculum/ weekly lesson plan? What is the main component of getting children involved in STEM and learning? What are some challenges early childhood education teachers face as they incorporate STEM into their classroom environment? Working in groups, participants will design a STEM activity and develop ideas for setting up a STEM classroom

## **1.06 | Teaching Optimism to Children | Standard 7: Level 2**

Jenn Wertz, Coaching Team Lead/Quality Coach, Child Care Consultants/ELRC Regions 9 & 10

Based on the book, "Making Lemonade: Teaching Young Children to Think Optimistically," the presenter will explain how to teach optimism to children. Optimists tend to be healthier, happier, and more successful in life. And the best thing about it? Optimism can be learned and taught. This workshop will benefit Directors and Teachers (as well as the children you work with) by presenting knowledge about optimism and suggested activities to utilize in any early childhood education setting.

## **Session #2 – 12:45 PM – 2:15 PM**

### **2.01 | Pennsylvania Professional Standards and Competencies for Early Childhood Educators | Standard 1: Level 1**

Maryanne Olley, Early Education Advisor II, OCDEL

We will explore the new set of Pennsylvania Professional Standards and Competencies for Early Childhood Educators (PA PSCECE). This set of standards and competencies replaced the PA Core Knowledge Competencies (CKCs) on July 1, 2022, and has been adopted from the NAEYC Standards and Competencies for Early Childhood Educators. Participants will learn why a new set of standards for early childhood educators is being implemented and how they were developed, as well as the main aspects and components of the PA Professional Standards.

### **2.02 | Yoga and Mindfulness for Preschoolers | Standard 5: Level 1**

Ann Fields, Founder & Owner, Peaceful Poses Kids Yoga

Come on a yoga adventure! Discover how to integrate yoga poses, breathing techniques, and mindfulness into your preschool curriculum. Explore how teachers can help children self-regulate, improve coordination, gain confidence, and learn self-care tools that last a lifetime. All information is through a trauma-informed lens. No yoga experience necessary, just a desire to learn.

### **2.03 | Federal Panel: Competing for Early Childhood Educators: Addressing Teacher Shortages | Standard 6: Level 2**

Facilitated by Yasmina Vinci, Executive Director, National Head Start Association

Recent headlines announced what many early childhood program administrators already knew ... we are in competition with K-12 for our certified teachers and nearly every other business that has been able to boost compensation for employees. This Federal Panel will address the national crisis early childhood programs are in to recruit and retain qualified early educators. We will explore options and solutions for reducing staff shortages, without reducing qualifications, as well as increasing compensation. What are the effective strategies to build the bridge to an experienced, well-compensated and supported workforce?

## **2.04 | Never Reaching the Summit - Why There Is Not Equity in Leadership**

| Standard 8: Level 2

Dr. Cherie Crosby-Weeks, Dean/Professor, Manor College; Dr. Stephanie Blake, Co-Founder and Principal Consultant, Learn, Empower, Grow Consulting Group

In order to assist children in reaching their full potential, high-quality early childhood programming is essential. In schools, children of color need to see representations of themselves. Early childhood programs have an unmet need for women of color to lead them. A common occurrence in early childhood education is the underrepresentation of African American women, specifically in leadership positions. Few teacher programs focus on leadership development, especially for women of color, limiting the pipeline of future leaders. As African American women attempt to transition into leadership roles in early childhood education, it is crucial to identify the barriers they face. We will look at identifying and understanding these barriers and at identifying what leadership training and development opportunities are available to African American women aspiring to become early childhood leaders.

## **2.05 | Innovative Solutions to Play and Nature Equity for Young Children | Standard 1: Level 1**

Elizabeth Marcello, STARS Technical Assistance Coach, Child Care Consultants/ELRC Regions 9 & 10; Susan Chlebowski, Outdoor Learning & Play Consultant, Child Care Consultants, Inc.

Current research points to nature-based, child-led play as essential for whole-child health and development. Despite this, many young children experience overly academic or adult-directed practices and limited opportunities for nature play. To highlight a path forward, this workshop will address the barriers that separate children from a nature- and play-rich childhood and share innovative, equity-driven solutions that promote child-led nature play for all children. Participants will be invited to engage in a robust conversation to add their voices and ideas to the growing list of inspiring solutions that honor the nature and play rights of all young children. Additionally, during this interactive workshop participants will have an opportunity to practice connecting child-led nature play learning back to the Pennsylvania Early Learning Standards.

## **2.06 | Healthy Environments: Green Cleaning and Air Quality | Standard 7: Level 1**

Portia Gillespie, Healthy Early Learning Program Manager, Women for a Healthy Environment; Lorna Rosenberg, Healthy Buildings Manager, Women for a Healthy Environment

Although cleaning, sanitizing, and disinfecting are routinely done in the early learning setting to prevent disease, the types of products used can worsen air quality and harm children's health. Pound for pound children take in more air than adults and breathe more breaths. This leaves them much more vulnerable to negative health impacts due to certain exposures. As a nation, we have all been hit hard by the pandemic, and have had to make adjustments to our protocols to keep the children safe from COVID-19. However, many of these changes can do more harm than good, as far as health and safety. Choosing healthier (environmentally friendly) products can improve air quality and the well-being of children (and staff) in early learning centers. This workshop will address these concerns, help educators differentiate between them, and learn about the selections of safer alternatives.

## **Session #3 – 2:45 PM – 4:15 PM**

## **3.01 | Overview of the Keystone STARS Designation System in the PD Registry**

| Standard 8: Level 1

Kris Madden, Assistant Director of Workforce Programs, PA Key; Amy Yagil, Data Systems Supervisor, PA Key; Alec Johnson, Customer Experience Administrative Coordinator, PA Key

This session will provide an overview of how a provider can successfully set up their organization profile in the PD Registry including verifying current staff, entering organization details into the profile, uploading accreditations, applying, and submitting indicators. It also will include a brief overview on how to request consultation for your program.

### **3.02 | Back to Basics: Safety First | Standard 7: Level 2**

Beath Beals, Early Childhood Specialist, ICF/Head Start Region III Training and Technical Assistance Network

Due to ongoing events from the pandemic, program leaders and staff are experiencing changes that have significantly impacted our ability to maintain a culture of safety. The increase in child incidents related to children being left unattended or child maltreatment is evidence that we need to intensify our efforts to vigorously implement strategies that ensure children are safe at all times while under our care. This requires intentional, focused, and constant supervision. Participants will identify strategies that make the connections between leadership, staff supervision, strong management systems, high-quality teaching and learning, family engagement, staff wellness, and child safety.

*Please note: Due to federal contractual requirements, this workshop will not be recorded.*

### **3.03 | Reaching Educational Excellence with Tools of the Mind Virtual Coaching | Standard 6: Level 3**

Angela Alvis, Associate Director of Partnership Development, Tools of the Mind

Join our interactive presentation of our virtual and video coaching model and discuss the key features of virtual and video coaching that support continuous and individualized professional development. Together we will synthesize how Tools of the Mind created a process that maximizes teacher reflection and back-and-forth dialogue grounded in pedagogy, theory, and practice. We will analyze the impact of virtual and video coaching on teacher knowledge about child development, identifying each child's Zone of Proximal Development (ZPD) and Vygotskian-based tactics for teaching, as well as their confidence and satisfaction in teaching

### **3.04 | State Panel: Competing for Early Childhood Educators: Addressing Teacher Shortages | Standard 6: Level 2**

Recent headlines announced what many early childhood program administrators already knew ... we are in competition with K-12 for our certified teachers and nearly every other business that has been able to boost compensation for employees. A new report from the Pennsylvania Department of Education notes the significant decline in Level 1 certification from 20,000 to 6,000 per year in the last decade. It's an understatement that events in the last two years have created tremendous staff recruitment and retention challenges impacting all early learning programs. In this panel we will explore options and solutions for reducing staff shortages, without reducing qualifications, as well as increasing compensation. What are the effective strategies to build the bridge to an experienced, well-compensated and supported workforce? Let's explore in this interactive session.

Diane P. Barber, Executive Director, Pennsylvania Child Care Association; Lindsey Ramsey, Assistant Director of Policy and Practice, Trying Together; members of the Start Strong PA and Pre-K for PA State Advisory Panel

### **3.05 | Coming Unraveled? Knitting Together Family Voices and Our Pennsylvania Programs | Standard 2: Level 1**

Sadia Batool, Early Childhood Family Lead for Early Childhood Comprehensive Systems, Tuscarora IU #11; Christina Harris, Early Childhood Lead for Early Childhood Comprehensive Systems, TIU #11

Do you feel like you're at your knits end? This workshop will feature Pennsylvania's Early Childhood Comprehensive Systems (ECCS) Project that intends to knit together Pennsylvania's health, education, and human services. The ECCS project will work to ensure diverse family and professional voices are woven together to address systems assets and barriers, to ultimately maximizing outcomes for our prenatal to age three population. ECE professionals set up a strong foundation for the youngest population in Pennsylvania for a better and brighter future. Participants will be offered the opportunity to take part in this innovative project, as well as walk away with concrete action steps for using the Pennsylvania Family Engagement Birth Through College Career Community Ready Framework.

## Session #4 – 4:30 PM – 6:00 PM

### **4.01 | Assessing Quality in Infant and Toddler Environments: Introducing the QCIT** | Standard 3: Level 2

Audra Redick, Early Childhood Specialist, ICF/Head Start Region III Training and Technical Assistance Network; Assessing Quality in Infant and Toddler Environments: Introducing the QCIT

Quality infant and toddler care is an essential part of the early childhood care and education continuum. During these uncertain and trying times, how do we ensure that infant and toddler environments continue to evolve? This workshop will guide you as you reflect on how your program measures the quality of caregiver-child interactions in your infant and toddler classrooms and family child care homes. The workshop will also provide you with an introduction to the Quality of Caregiver-Child Interaction for Infants and Toddlers (QCIT) which can be used to assess program quality, promote continuous quality improvement, and as a professional development tool. The introduction to the QCIT will be an overview of what the QCIT measures, how the scale works, and ways that it may be a useful tool in your infant and toddler toolbox.

*Please note: Due to federal contractual requirements, this workshop will not be recorded.*

### **4.02 | Collaborating for Inclusive Classroom Practices: Focus on Attitudes & Beliefs** | Standard 6: Level 1

Jennifer Furness, EITA Consultant, Early Intervention Technical Assistance; Dr. Brandi Binakonsky, EITA Consultant, Early Intervention Technical Assistance

This is a highly interactive workshop that includes videos to reinforce research-based practices about where attitudes and beliefs come from and why they are vital to create an environment where all children thrive together. There will be opportunities for individual reflection through the use of questions and checklists as well as group discussions around supporting children with disabilities in early childhood classrooms. Barriers are identified and crushed by research to inform professionals about the impact they have the power to make in each child's life. Opportunities to ask questions about the materials and any areas of interest will be provided during and after the training in addition to statewide used resources.

### **4.03 | Thrive Not Just Survive in Your ECE Workplace Environment | Standard 6: Level 2**

Jaqueline Amor-Zitzelberger, Extension Educator, Penn State Extension; Laurie Welch, Extension Educator, Penn State Extension

Are you thriving or just surviving in your workplace? A positive work climate sets the tone for respectful relationships with peers and children, and supports a balanced work/life environment. Explore research-informed self-directed cognitive behavioral therapy (CBT) strategies with us. Learn that breaking the habits of negative thinking or "stinking thinking" about everyday situations can change how you feel and reduce your stress level at home and work.

### **4.04 | Act 13 of 2020 Educator Effectiveness: Information for ECE Administrators | Standard 8: Level 2**

Jacquelin Foutz, Preschool Program Specialist, PA Key; Tahnee Bollinger, Preschool Program Specialist, PA Key; David Price, Preschool Program Specialist, PA Key

Navigating Act 13 of 2020 Educator Effectiveness can be tricky as a program administrator in a community-based program. Participants will take a look at the overall changes to the revised rating system for the Commonwealth and learn how to support Level I certified teachers going through the process. You will also be able to view the tools that evaluators will use as part of the evaluation process. Our instructors will guide participants with ways they can use walk-throughs to enhance their own participation and support of teaching staff as they go through the process of evaluation.

## **4.05 | Creating Teachable Moments: Photography through the Eyes of the Child**

### **| Standard 4: Level 2**

Dr. Kathy Harris, Dean School of Education and Applied Social Sciences; Associate Professor Education, Seton Hill University; Mrs. Maria Stone, Director and Lead Teacher, Seton Hill Child Development Center

This engaging workshop will introduce how young children can use photography, using the iPad, to create new and unique opportunities for communicating, expressing, and representing their ideas and interactions with peers. Photography, when used in developmentally appropriate ways in early childhood classrooms, can offer new choices, flexibility, creativity, and personal expression and learning for all young children. This workshop will demonstrate how teachers can use photography during nature play, block play, and shadow play. A variety of activities for using contemplative photography and storytelling for early literacy, social studies, and art will also be discussed and explored. A section of the workshop will introduce the Mosaic Approach for “Listening to Children” when using photography. Participants will examine how photography can be an empowering process of art-making, creating moments for children to be mindful by being present in the moment, confident in taking risks, and independent learners. By the end of the workshop, educators will feel confident to create their own “Young Photographer Adventures” for their early childhood classrooms.