

SDCOE Professional Learning Title	Description of the Training	In-Person Length	In-Person Parts	Virtual Length	Virtual Parts
Ages and Stages Questionnaires, Third Edition (ASQ-3): Overview	<p>Join us as we learn about the importance of the developmental screening process and how we can use the Ages &amp; Stages Questionnaires, Third Edition (ASQ-3) to accurately identify children who may be at risk for developmental delays. Reflect on ways the ASQ-3 can be used to increase collaboration with parents and to make the most of their expert knowledge while celebrating milestones together.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Discover the importance of the developmental screening process</li> <li>- Learn about the development of the ASQ-3 while exploring the features and five domain areas.</li> <li>- Acquire knowledge on how to score, interpret scores, communicate results and identify next steps.</li> </ul>	2	1	2	1
Ages and Stages Questionnaires: Social-Emotional, Second Edition (ASQ: SE-2)	<p>This workshop will provide an overview of the Ages &amp; Stages Questionnaires: Social-Emotional, Second Edition (ASQ:SE-2) that highlights the importance of screening social and emotional development. Join us as we learn about this tool to help us celebrate children's milestones while addressing concerns as early as possible. Participants will gain an understanding of how to review the results of the screening tool and explore strategies to collaborate with families on next steps and assist in identifying supports if needed.</p> <p><b>Participants Will:</b></p> <ul style="list-style-type: none"> <li>- Learn about the development and benefits of the ASQ:SE-2 screening tool.</li> <li>- Explore and gain an understanding of the features of the ASQ:SE-2.</li> <li>- Acquire knowledge on how to score, interpret scores, communicate results and next steps.</li> </ul>	2	1	2	1
Brain Development in Young children	<p>In this training, participants will gain knowledge about the architecture of the young child's developing brain and how this brain development sets a foundation for learning and behavior. We will discover the impact stress and trauma have on the brain and the educator's ability to strengthen resilience if brain development is understood and considered when caring and responding to young children. Through engaging activities and discussions, this training will explore current research proving that educators of young children play a large role in guiding healthy brain development as a foundation for future success.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Gain knowledge about architecture of brain and brain development</li> <li>- Discover the impact of stress and trauma on brain development</li> <li>- Explore current research to show the importance of the educator's ability to strengthen resilience in children while considering brain development.</li> </ul>	2	1	2	1
CLASS: Introduction to the Infant CLASS™ Tool	<p>Relationships and intentional interactions are the basis of development in infancy. This in person workshop will introduce research-based strategies that promote students' active learning and using responsive and structured interactions based on the CLASS® Infant (Classroom Assessment Scoring System - Infant).</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Define intentional interactions with infants that lead to optimal growth and development.</li> <li>- Gain an introduction to the CLASS® Infant assessment tool, for use with children aged 6 weeks to 18 months.</li> <li>- Facilitate learning with even the youngest children in your care through responsive caregiving.</li> </ul>	3.5	1	3.5	1
CLASS: Introduction to the Toddler CLASS™ Tool	<p>Relationships and intentional interactions are the basis of development in infancy. This in person workshop will introduce research-based strategies that promote students' active learning and using responsive and structured interactions based on the CLASS® Infant (Classroom Assessment Scoring System - Infant).</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Define intentional interactions with infants that lead to optimal growth and development.</li> <li>- Gain an introduction to the CLASS® Infant assessment tool, for use with children aged 6 weeks to 18 months.</li> <li>- Facilitate learning with even the youngest children in your care through responsive caregiving.</li> </ul>	3.5	1	3.5	1
CLASS™ MMCI: Behavior Management	<p>This CLASS™ MMCI Pre-K training deepens participant knowledge of teaching practices regarding Behavior Management. Behavior Management refers to how teachers provide clear behavioral expectations and use effective methods to prevent and redirect misbehavior.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Understand how CLASS™ observation tool defines teacher-child interactions related to managing children's behavior.</li> <li>- Recognize teacher-child interactions related to Behavior Management in a classroom video.</li> </ul>	2	1	2	1

CLASS™ MMCI: Concept Development	<p>This workshop identifies and explains strategies that promote students' higher order thinking and cognition. Participants will reference the CLASS® Pre-K (Classroom Assessment Scoring System Pre-K) and observe videos to enhance teaching-practices that increase student's analysis, creativity, and integration of concepts. Teachers will have the opportunity to discuss and plan for effective lessons that build students' reasoning and problem-solving skills.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Understand how the CLASS™ observation tool defines teacher-child interactions related to helping children understand concepts and ideas.</li> <li>- Recognize teacher-child interactions related to Concept Development in classroom video.</li> </ul>	2	1	2	1
CLASS™ MMCI: Instructional Learning Formats	<p>This CLASS™ MMCI Pre-K training deepens participant knowledge of teaching practices regarding Instructional Learning Format. Instructional Learning Formats focuses on what the teacher does to increase children's interest, engagement, and opportunities to learn from lessons and activities.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Understand how the CLASS™ observation tool defines teacher-child interactions related to maximizing children's interest, engagement, and ability to learn from lessons and activities.</li> <li>-Recognize teacher-child interactions related to Instructional Learning Formats in classroom video.</li> </ul>	2	1	2	1
CLASS™ MMCI: Language Modeling	<p>This workshop examines how particular interactions stimulate and facilitate language development. Participants will reference the CLASS® Pre-K (Classroom Assessment Scoring System Pre-K) and view classroom videos promoting language-rich experiences. Participants will have the opportunity to discuss various teaching practices to enhance students' language skills.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>-Participants will review classroom videos and identify specific behaviors related to the CLASS dimension of Language Modeling.</li> <li>- Participants will gain greater understanding of how the CLASS™ observation tool defines teacher-child interactions related to supporting children's language development.</li> <li>-Participants will acquire specific teaching techniques that stimulate and facilitate language.</li> </ul>	2	1	2	1
CLASS™ MMCI: Positive Climate	<p>This CLASS™ MMCI Pre-K training deepens participant knowledge of teaching practices regarding Positive Climate. Positive Climate reflects the emotional connection, respect, and enjoyment demonstrated between teachers and children and among children.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Understand how the CLASS™ observation tool defines teacher-child interactions related to positive classroom climate.</li> <li>-Recognize teacher-child interactions related to the Positive Climate dimension in classroom videos.</li> <li>•Discuss interactions that create a negative classroom climate.</li> </ul>	2	1	2	1
CLASS™ MMCI: Pre-K Overview	<p>This Making the Most of Child Interactions Overview training is designed to provide basic knowledge around the Pre-K CLASS™ Tool Domains through increasing knowledge and understanding of how effective Teacher-Child interactions are important in daily classroom interactions. Participants will have an opportunity to observe teacher-child interactions and discuss reflections with peers.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Provide an overview of each CLASS Domain</li> <li>- Describe teacher-child interactions using specific and objective language</li> <li>- Notice Teacher-child interactions as it relates to CLASS Domains in classroom footage.</li> <li>- Notice effective interactions when observing classrooms and connect to their daily practice.</li> </ul>	2	1	2	1
CLASS™ MMCI: Productivity	<p>This CLASS™ MMCI Pre-K training deepens participant knowledge of teaching practices regarding Productivity. Productivity describes how teachers manage instructional time and routines and provide activities, so children are consistently involved in learning opportunities throughout the day.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Understand how the CLASS™ observation tool defines teacher-child interactions related to productive use of children's time at school.</li> <li>- Recognize teacher-child interactions related to Productivity in classroom video.</li> </ul>	2	1	2	1
CLASS™ MMCI: Quality of Feedback	<p>This CLASS™ MMCI Pre-K training deepens participant knowledge of teaching practices regarding Quality of Feedback. Quality of Feedback describes how teachers provide children with specific information about their work and performance to expand their knowledge and skills and encourage continued participation.</p> <p>Effective Quality of Feedback occurs when teachers build on children's responses in a sustained back and forth loop until they reach a deeper level of understanding.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Understand how the CLASS™ observation tool defines teacher-child interactions related to providing feedback that expands children's knowledge and performance.</li> <li>- Recognize teacher-child interactions related to Quality of Feedback in classroom video.</li> </ul>	2	1	2	1

CLASS™ MMCI: Regard for Student Perspectives	<p>This CLASS™ MMCI Pre-K training deepens participant knowledge of teaching practices concerning Regard for Student Perspectives. Regard for Student Perspectives describes how teachers interact with children in ways that emphasize their interests, motivations, and points of view and encourage children’s responsibility and independence.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Understand how the CLASS™ observation tool defines teacher-child interactions related to showing regard for children’s perspectives, interests, and motivations.</li> <li>- Recognize teacher-child interactions related to Regard for Student Perspectives in classroom video.</li> </ul>	2	1	2	1
CLASS™ MMCI: Teacher Sensitivity	<p>This CLASS™ MMCI Pre-K training deepens participant knowledge of teaching practices regarding Teacher Sensitivity. Teacher Sensitivity describes the teacher’s moment-to-moment awareness of and responsiveness to children’s academic and emotional needs.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Understand how the CLASS™ observation tool defines teacher-child interactions related to showing sensitivity to children’s social and emotional learning needs.</li> <li>- Recognize teacher-child interactions related to Teacher Sensitivity in classroom video.</li> </ul>	2	1	2	1
CPIN: CoP Family Partnerships and Culture	<p>This three-part, California Preschool Instructional Network workshop series provides participants ways to include family and culture in curriculum planning, how to develop effective partnerships with families building on family and cultural strengths and being supportive of families. Specific knowledge of the child’s cultural or multicultural background and life at home can be the key to effective teaching and learning. This knowledge is a valuable tool for connecting what the child already knows and values to the learning goals of your program.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Explore how specific knowledge of the child’s cultural or multicultural background and life at home can be the key to effective teaching and learning.</li> <li>- Discuss how to include family and culture in curriculum planning.</li> <li>- Reflect upon and share about how personal culture influences in the early childhood setting.</li> <li>- Learn how to develop effective partnerships with families building on family and cultural strengths and being supportive of families.</li> </ul>	2	3	2	3
CPIN: CoP Integrated Nature of Learning	<p>This three-part series will provide participants with information and research on how Integrated learning occurs within everyday experiences. Domains such as mathematics, science, history/social studies, the arts, social-emotional development, and language do not exist in isolation. They are integrated into one’s experience of making meaning out of actions, interactions, and the physical characteristics of things.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Explore what it means to integrate learning throughout the day.</li> <li>- Interpret children’s play and interactions to plan and implement curriculum.</li> <li>- Engage in community practice through protocols and discussions, build relationships that enable them to learn from each other, and share their experiences and knowledge in free-flowing, creative ways that foster new approaches to problems.</li> </ul>	2	3	2	3
CPIN: CoP Powerful Role of Play	<p>This three-part series will provide participants with opportunities to engage in discussions and collaborate with other early learning and care professionals to analyze and explore research on how play is an integral part of a child’s everyday learning. Through conversations built around the CDE publication The Powerful Role of Play in Early Education, participants will explore and discuss the attributes of play, how children benefit from play, and how they as educators can support children in their play.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Learn about the research-based connections between play and learning</li> <li>- Explore the complex roles adults have in order to support children’s learning through play</li> <li>- Engage in community practice through protocols and discussions, build relationships that enable them to learn from each other, and share their experiences and knowledge in free-flowing, creative ways that foster new approaches to problems.</li> </ul>	2	3	2	3
CPIN: CoP Responsiveness Early Education for Young Children and Families Experiencing Homelessness	<p>Early childhood homelessness has been a hidden reality for many young children. This 3 part Community of Practice (CoP) will provide an in depth review on the extent of early childhood homelessness in addition to concrete research-based strategies that can implemented and are beneficial and essential for young children and their families impacted by homelessness.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Discover the purpose of the Responsive Early Education for Young Children and Families Experiencing Homelessness publication through reading and discussion.</li> <li>- Explore the various definitions of homelessness.</li> <li>- Discover the diversity of families experiencing homelessness and practice critical reflection.</li> <li>- Identify specific teacher strategies in communication and classroom practice to support young children and families experiencing homelessness.</li> </ul>	2	3	2	3

CPIN: ELD: Reading	<p>Children who are English learners may have already learned some early literacy skills in their home language. This training will provide information on how to bridge the home language and English by making cultural connections, and ensure children remain motivated during this stage of pre-literacy. Learning to read is promoted by close and nurturing relationships with adults who foster interactions with interesting and engaging print.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Gain a deeper understanding of key concepts of the Reading strand that support the English-Language - Development (ELD) domain within the California Preschool Learning Foundations, Volume 1 and the California -Preschool Curriculum Framework, Volume 1.</li> <li>- Observe, read, and discuss the developmental continuum from the English-Language Development (ELD) domain .</li> <li>- Become aware of the four Keys for Supporting Dual Language Learners</li> </ul>	3	1	2	1
CPIN: History and Social Science: Becoming a Preschool Community Member	<p>This California Preschool Instructional Network workshop provides participants strategies to build skills that support the concept of Becoming a Preschool Community Member through the following areas: Fairness and Respect to Others, Responsible Conduct, Democratic Participation, and Conflict Resolution. In this training, participants will engage in large and small group discussions and activities on how to refine and implement developmentally appropriate strategies that promote positive identity development, conflict negotiation, and the importance of becoming a member of a community.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Gain a deeper understanding of the History and Social Science sub strands from the California Preschool Learning Foundations that support Becoming a Preschool Community Member.</li> <li>- Explore how to create activities that will actively engage children’s social skills and understanding.</li> <li>- Engage in discussions on how to utilize the California Preschool Learning Foundations and Preschool Curriculum Framework to create an inclusive environment that promotes positive</li> </ul>	3	1	2	1
CPIN: Language and Literacy: Dialogic Reading	<p>This California Preschool Instruction Network workshop provides participants with language and literacy strategies outlined in the California Preschool Curriculum Framework and the research that supports dialogic reading. Participants will discover how dialogic reading can be used to promote language and literacy development for all children through shared reading opportunities and will engage in planning a dialogic reading experience.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Realize how reading by families and caregivers results in substantial positive change in language development</li> <li>- Discover that intervention-enhanced teacher-child interactions have positive effects on the children’s language skills</li> <li>- Recognize the language and literacy strategies outlined in the California Preschool Curriculum Framework Vol. 1, that focuses on dialogic reading.</li> </ul>	3	1	2	1
CPIN: Math: Number Sense	<p>This California Preschool Instructional Network training will focus on young children developing concepts of numbers and their relationships. It will include the development of counting skills, understanding quantities, understanding "more and less", and developing an understanding of "adding to" and "taking away" operations. Come and discover how the CPIN Math Foundations and Frameworks allow you to notice and take advantage of the ways math is all around us in your early childhood classroom.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Participants will become aware of key concepts to be developed in the Number Sense strand of the Preschool Learning Foundations (PLF).</li> <li>- Participants will become aware of key strategies in the Preschool Curriculum Framework (PCF) regarding Number Sense development.</li> </ul>	3	1	2	1
CPIN: Physical Development: Active Physical Play	<p>This California Preschool Instructional Network workshop demonstrates the importance of how embedding active physical play throughout the preschool day promotes children's ability to attend, learn, and regulate their emotional responses. Active physical play not only enhances the body's physiological functions, it promotes optimal brain chemistry for school readiness and self regulation.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Become aware of the three substands: Active Participation, Cardiovascular Endurance and Muscular Strength, Muscular Endurance and Flexibility</li> <li>- Learn strategies to support the development of active play</li> <li>- Reflect on how to increase children's participation in ways that are purposeful and meaningful"</li> </ul>	3	1	2	1

CPIN: Preschool English Learner Guide	<p>During this 3-part training, early childhood educators will explore and dive deep into the chapters of the Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning Resource Guide from the California Department of Education (Chapters 1-8). Current research about preschool English learners provides relevant information about how children develop English as a second language and how they acquire language skills. Participants will engage in in-depth discussions about the immigrant experience, the components of language, code switching, and how to support dual language learners with disabilities or other special needs.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Recognize that preschool English learners bring an array of language skills, cognitive abilities, family resources, and life experiences that can serve as the foundation from which to begin their journey toward academic English mastery.</li> <li>- Learn research-based strategies to support children through the different paths of bilingualism and stages of second language acquisition.</li> <li>- Explore ways to plan early learning and development experiences for the classroom environment and create or maintain practices that guide staff in supporting English language development for dual language learners.</li> </ul>	3	3	2	3
CPIN: Science: Scientific Inquiry	<p>As children observe and engage with objects, they enjoy trying out things and seeing what happens. Such experiences provide the context for developing the attitudes, skills, and language of scientific inquiry and allow children to construct understanding and knowledge about objects and events. In this virtual training teachers will learn how they can use the experiences to encourage children to observe closely, using their senses and tools, and describe their observations.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Discuss the structure and features of the California Preschool Learning Foundations (PLF) and the California Preschool Curriculum Framework (PCF), Science Domain, Scientific Inquiry Strand</li> <li>- Learn how to support the development of scientific inquiry in children</li> <li>- Promote the use of scientific tools to extend children's observations</li> </ul>	3	1	2	1
CPIN: Social Emotional Development: Self	<p>This interactive and reflective workshop from the California Preschool Instruction Network provides participants with domain knowledge of social-emotional development spanning the area of emphasis: Self. This area of emphasis will discuss the qualities of self-awareness, self-regulation, social and emotional understanding, empathy and caring, and initiative in learning that enable preschool-age children to be competent learners. Participants will learn interactions and strategies to help children grow socially and emotionally.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Consider different ways to promote self-awareness, self-regulation, social and emotional understanding, empathy and caring and initiative in learning in preschool children using the documents: California Preschool Learning Foundations and California Preschool Curriculum Framework.</li> <li>- Use strategies that promote the social and emotional area of all children including those with special needs and dual language learners.</li> <li>- Learn that responding positively and enthusiastically to children's initiatives models respectful communication and social interaction skills.</li> </ul>	3	1	2	1
CPIN: VAPA Music	<p>Preschool children progress through the stages of musical growth from noticing, responding and engaging into being able to create, invent and express themselves through music. Participants in this training will review the elements of music such as beat, rhythm, tone, pitch, form, timbre, and style. In this in-person training teachers will learn about strategies to promote developmentally appropriate music experiences and ideas to encourage children to talk about the music they hear and make will be provided.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Review the basic elements of music that can be highlighted during musical experiences.</li> <li>- Become familiar with how children progress through stages of musical growth.</li> <li>- Develop awareness about the importance of music education in the lives of preschool children using the Preschool Learning Foundations.</li> <li>- Explore interactions and strategies that are developmentally appropriate, meaningful, allow for learning differences, promote diversity, and are inclusive for all children.</li> </ul>	3	1	2	1
Creating Invitations to Play	<p>In this inspiring and interactive workshop, participants will learn strategies on how to guide early learning by creating virtual and classroom environmental invitations that provoke children's natural curiosity and engagement. By gaining this new research-based information, participants will deepen their understanding of creating invitations that develop higher level thinking.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Discover the purpose for creating invitations that spark children's natural curiosity and why this plays a critical role in the learning process.</li> <li>- Learn about 9 principles from "Learning Together with Young Children" to design invitations, both in the classroom and virtually, in a way that encourages play and exploration.</li> <li>- Explore a selection of open-ended materials that encourage children's natural tendency to investigate and focuses on a specific learning objective aligned to the CA Preschool Learning Foundations.</li> </ul>	2	1	2	1

Cultivating Leadership	<p>This workshop will help administrators reflect on their role as a leader and promote equity and access through a tiered approach to support. By creating a culture of self-reflection, differentiating support to adult learners and engaging in a continuous cycle of planning and evaluating, administrators can be a catalyst for change to support high quality early learning and care.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Learn about the importance of creating a culture of self-reflection to support continuous quality improvement</li> <li>- Explore how to support individualized growth and development by differentiating for adult learners.</li> <li>- Identify strategies to create a continuous cycle of planning and evaluating to become a catalyst for change.</li> </ul>	2	1	2	1
Culturally Responsive Practices	<p>In supporting children's academic and social skills, the school community must be committed to the belief that all children should be educated in the most inclusive learning environment. An essential component for a Multi-Tiered System of Supports to thrive includes culturally responsive practices. Culturally responsive practices are essential in providing meaningful and inclusive learning experiences that support a sense of identity and a sense of belonging. In the teacher's expectation to educate the child effectively, it requires an understanding of the child's culture or specific family cultural dynamics, and social life at home. Through reflection discussion, and practice, participants will learn to utilize culturally responsive teaching strategies to meet student needs associated with various cultural backgrounds.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Explore culturally responsive practices to develop a deeper awareness of the role culture plays in supporting children's learning</li> <li>- Gain an appreciation of the cultural perspectives and strengths of the children and families in their school community.</li> <li>- Learn how they can create bridges to the children and families in their programs</li> </ul>	2	1	2	1
DRDP 2015	<p>The DRDP (2015) training supports and guides early childhood educators to develop basic knowledge and skills of the DRDP (2015) tool. This understanding of the DRDP (2015) will lead educators to impact the immediate context of the classroom by planning curriculum for both individual and groups of children.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Gain an understanding of the format of DRDP (2015), and the intent of a measure</li> <li>- Use evidence to review, reflect and rate</li> <li>- Access resources available to assist the completion of the DRDP (2015).</li> </ul>	7	1	2	3
DRDP Meaningful Observation	<p>The DRDP (2015) Meaningful Observation and Portfolio Training supports and guides early childhood educators to identify, explain, and practice knowledge and skills in observation and assessment related to the DRDP (2015) tool.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Explore ways to observe and collect evidence</li> <li>- Discover ways to organize an observation system</li> <li>- Identify strategies for putting a portfolio together</li> </ul>	7	1	3	2
DRDP One Hour Webinar: DRDP and Parent Conferences	<p>In this 1-hour webinar, join us as we learn about the DRDP Online Parent Report and Child Developmental Progress Report and discuss strategies for planning positive parent conference experiences.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>Review DRDP Online Parent Report, Child Developmental Progress Report, and how to use these documents together.</li> <li>- Discuss strategies for planning parent conferences built on relationships and supporting children's learning and development.</li> </ul>	1	1	1	1
DRDP One Hour Webinar: Observation and Collection	<p>Collection and organization of the documentation is key! In this 1-hour webinar, we review some basic tips for observing in the classroom, including strategies for remote collection of documentation for DRDP.</p> <p><b>Training Objectives:</b></p> <ul style="list-style-type: none"> <li>- Strategies for observing and collecting evidence.</li> <li>- Discuss the importance of family partnerships for gathering meaningful information about children's development.</li> </ul>	1	1	1	1
DRDP One Hour Webinar: Summary of Findings	<p>In this 1-hour webinar, we will review the process of completing the Classroom Summary of Findings using DRDP Online group reports.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Analyze and reflect on the data to plan and modify curriculum and the environment.</li> <li>- Learn how to complete the Action Steps within the Summary of Findings document.</li> </ul>	1	1	1	1
DRDP One Hour Webinar: Understanding Reports	<p>Join us for a lively discussion and review of DRDP Online reports. Come and leave with guidance on how to read the DRDP reports and analyze the data.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>-Discuss the reports that are available through the DRDP Online data entry system.</li> <li>-Discuss how to read DRDP reports.</li> <li>- Learn the three important steps to analyzing data so that teachers can use the DRDP data after completing the assessment.</li> </ul>	1	1	1	1

DRDP Planning with Data	<p>The DRDP (2015) Planning with Data training supports and guides early childhood educators to analyze and construct data. The information gained will help participants modify classroom activities and utilize data related to the DRDP (2015) tool.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Gain a deeper understanding of how to inform instruction using the DRDP (2015) data</li> <li>- Explore strategies to connect findings in the DRDP to classroom planning for individuals and groups</li> <li>- Utilize the California Preschool Learning Foundations and Curriculum Framework as resources</li> </ul>	7	1	3	2
Inclusion Overview	<p>Early Care and Education settings can positively impact a child’s cognitive and social development and providers, educators, practitioners, and leaders play a pivotal role by providing nurturing, highly quality, and engaging environments that meet the interests and needs of all children, regardless of ability. This virtual learning opportunity will provide you with foundational knowledge regarding the history and philosophy of inclusion, definition of early childhood inclusion, policies regarding inclusive practices and steps you can take to support inclusion in your early childhood setting.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Build awareness of special education law including Federal, State, and local regulations that impact children with disabilities and their families</li> <li>- Reflect on the benefits of meaningful inclusion in high-quality early childhood programs</li> <li>- Appreciate the importance and significance of inclusion in early learning and care environments</li> </ul>	2	1	2	1
Introduction to Developmental Screenings and Assessments	<p>This introductory workshop will highlight the importance of early childhood screening and assessment. Participants will explore the definition and purpose of screening and assessment; engage in dialogue that focuses on issues and trends in assessment practices in early childhood education; consider the principles of assessment for all children; and explore best practices for the screening and assessment of children in early childhood programs.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Understand the definition and purpose of screening and assessment</li> <li>- Understand issues and concerns around screening and assessment practices</li> <li>- Understand the principles of age-appropriate screening and assessment</li> <li>- Consider best practices for the screening and assessment of young children</li> </ul>	2	1	2	1
Navigating Change	<p>In this interactive training, participants will learn about Spheres of Influence &amp; Control and strategies for adapting to change. The Spheres of Influence &amp; Control is one way to evaluate where we focus our energies and identify where we can have the most impact to promote change. Participants will also explore the nature of change and how change impacts individuals. In this session, participants will reflect on methods of change and how this information can support long-term goals in their Early Learning and Care settings.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Explore concepts in Spheres of Influence &amp; Control and strategies for adapting to change</li> <li>- Learn about systematic change and change on the individual level</li> <li>- Reflect on how this information can promote change in Early Learning and Care settings and support long term goals</li> </ul>	2	1	2	1
Math for Infants and Toddlers	<p>Infants and toddlers are actively building an understanding of math concepts through their everyday interactions, both indoors and out. Early math skills grow naturally from an infant’s innate curiosity and enthusiasm, in the context of relationships with caring adults who intentionally foster their understanding. In this training, participants will grow in their awareness of early math concepts and how to best support every child’s learning.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Explore the Infant/Toddler Learning and Development Foundations to define math-related learning across developmental domains</li> <li>- Reflect on strategies educators and families can utilize to promote infant and toddler math abilities</li> <li>- To support educators to be intentional in creating environments that support early math learning and embedding math concepts in play with infants and toddlers</li> </ul>		1	2	1
Meeting the Needs of All Learners	<p>Shift your lens of what preschool education looks like and consider how we can meet children’s needs across virtual and in-person learning settings. Together, we will explore the Universal Design for Learning (UDL) model, and reflect on how multiple means of representation, expression, and engagement can be applied across different learning settings to support children’s learning goals.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Learn how UDL can enhance engagement across in-person, hybrid, and virtual settings</li> <li>- Explore ways to design activities that allow children to represent their learning in a way that is authentic and individual</li> <li>- Identify resources and instructional strategies they can use to effectively and intentionally ensure content is targeted to learners’ needs</li> </ul>	2	1	2	1

Optimizing Children’s Learning through Free Play: ECERS	<p>Time for free play is fundamental for young children to have appropriate learning experiences. Through an interactive and in-depth examination of the Early Childhood Environment Rating Scale - Revised (ECERS-R), early learning and care providers will increase their understanding of the importance of free play and how to provide access to a variety of materials for a Substantial Portion of the Day (SPOD).</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Gain an understanding of the importance of free play in supporting brain development</li> <li>- Explore the ECERS-R tool and what it looks like for children to have access to materials in different interest centers for a “Substantial Portion of the Day” (SPOD)</li> <li>- Learn how to design an intentional schedule that is developmentally appropriate and supports a balance of structure and flexibility</li> </ul>	2	1	2	1
Overview Learning Environments for Preschool and Transitional Kindergarten	<p>Participants will learn about the components of a high-quality environment in this interactive overview workshop. This hands-on training will include activities that explore how to utilize the Early Childhood Environment Rating Scale-Revised (ECERS-R) as a road map to high quality environments.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Explore the importance of a high-quality environment as it relates to the implementation of a developmentally appropriate curriculum</li> <li>- Gain knowledge on the organization structure and terminology of the ECERS-R scale</li> <li>- Learn about the components that make a developmentally appropriate indoor and outdoor learning environment</li> </ul>	2	1	2	1
PITC: Module II Group Care - Environments for Group Care	<p>This PITC (Program for Infant and Toddler Care) training will focus on Environments for Group Care. This interactive training will allow participants to consider how the physical environment plays a critical role in supporting relationship-based care for infants and toddlers in group settings. Participants will also consider how intentional design of space can support effective group supervision as well as intimate interactions between caregivers and children.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Examine how the physical environment supports relationship between caregivers and the children they care for, as well as the relationships among staff members.</li> <li>- Identify specific elements of a high-quality caregiving environment for infants and toddlers.</li> <li>- Consider culturally inclusive practices to create a sense of belonging for infants and toddlers and their families.</li> </ul>	2	1	2	1
PITC: Module III - Learning and Development Language - Development Communication and Culture	<p>Language learning in infancy stems from early responsive relationships and communication between all children and their caregivers during interactions, routines and play. In this virtual training participants will take away the significance of the caregiver’s role in language development in children, the importance of early responsive relationships and how caregivers support the cultures of children in their care. :</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Reflect on their own experience with language learning and the importance of relationships in early language learning.</li> <li>- Recognize 10 strategies to enhance language development for infants and toddlers including how to support bilingual development.</li> <li>- Identify 4 key points to support language development, communication and culture with infant and toddler children.</li> </ul>	2	1	2	1
PITC: Module IV Culture, Family, and Providers - Responding to Families in Culturally Sensitive Ways	<p>This PITC (Program for Infant and Toddler Care) training will focus on Responding to Families in Culturally Sensitive Ways. This topic helps participants increase their awareness of their own cultural assumptions and of how these assumptions may affect their interactions with families from cultures different from their own. Participants will explore the role of culturally responsive relationships with families through virtual discussions and activities. This workshop will support the understanding that all early educators and families are individuals who come from diverse cultural and linguistic backgrounds and have their own beliefs and values.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Gain a deeper understanding of culture and culture sensitivity.</li> <li>- Learn guidelines for cultural sensitivity; attitude and skills</li> <li>- Acquire strategies that build culturally sensitive partnerships with parents</li> </ul>	2	1	2	1



<p>POLL: for Families TOT</p>	<p>Join us in this Personalized Oral Language(s) Learning Strategies (POLL) "Training of Trainers" two-part series. Each part is 2.5 hours. This workshop was designed for Early Learning and Care staff members responsible for providing parent education at their sites. This training for trainers' series promotes and strengthens practices for families and caregivers to support young Dual Language Learners, including Personalized Oral Language(s) Learning (POLL) strategies, which are strategies that support learning for children birth to five years of age. The POLL DLL strategies for families offer family engagement, environmental and educational ideas based on current research to best support young Dual Language Learners. After completing the 2-part series, you will be ready to offer 4-day parent engagement sessions to support all young dual language learners.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Discover what are Personalized Oral Language(s) Learning (POLL) strategies</li> <li>- Identify who are dual language learners and what is the latest research about them</li> <li>- Explore strategies that promote family engagement with a school program</li> <li>- Discover strategies to support oral language</li> <li>- Learn about the benefits of a bilingual brain</li> <li>- Review educational strategies that will support dual language learners</li> </ul> <p>*Pre-requisite to attend this ToT is to have completed the POLL DLL for Staff Cohort of 3 sessions by submitting evidence of completion that can be found in the workforce registry website.</p>	2.5	2	2.5	2
<p>POLL: Personalized Oral Language(s) Learners(POLL) Strategies for Educators</p>	<p>Join us in a 3-sessions learning about innovative practices to support young Dual Language Learners (DLL) including Personalized Oral Language(s) Learning (POLL) strategies, which are concrete approaches that support learning in all environments for children birth to five years of age. The POLL strategies offer family engagement, environmental and instructional supports based on current research on effective instructional approaches for young Dual Language Learners (DLLs). All Early Childhood Educators, monolingual or bilingual, can implement these strategies to improve young DLLs' oral language abilities, conceptual knowledge, and social-emotional development.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Introduction to the Language Learning Project- Personalized Oral Language(s) Learning (POLL) strategies</li> <li>- Discover the common myths about dual language learners</li> <li>- Learn new strategies to include and engage families</li> <li>- Explore and practice strategies in environmental and instructional supports</li> </ul>	2	3	2	3
<p>Promoting Equity and Anti-Bias in Early Education Settings</p>	<p>"When we put equity and anti-bias at the heart of early childhood education, we have the opportunity to create a better world. Educators can help children appreciate family, culture, and diversity as they develop their sense of self. Through this interactive three-part series, participants will explore the four core goals of anti-bias education, become familiar with resources that support this work, reflect on current practices, and identify strategies they can implement to foster equity and anti-bias in their programs.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Become familiar with the four core goals of anti-bias education (Identity, Diversity, Justice, and Activism) and how they promote equity in early education settings</li> <li>- Reflect on the role that early childhood educators play in fostering equitable learning opportunities</li> <li>- Explore resources and strategies that support the four core goals of anti-bias education and how they can be implemented with children and families "</li> </ul>	2	3	2	3
<p>Strengthening Families Framework: Parental Resilience</p>	<p>Join us in "looking at families through a different lens," as we learn about one of the five protective factors in this National and International research-based movement that leads to improved outcomes for children and families. Engage in discussions and activities that focus on the everyday actions that help build concrete support for families, respond to families in crisis, inform and connect families to services in the community, and help families with the skills to identify their own needs.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Explore examples of welcoming, non-threatening support to families.</li> <li>- Acquire knowledge to effectively link families in need and resources within the community.</li> <li>- Recognize how lack of support, when under stress, can sometimes lead to child maltreatment.</li> </ul>	2	1	2	1
<p>Strengthening Families Framework: Social Connections</p>	<p>Join us in "looking at families through a different lens," as we learn about one of the five protective factors in this National and International research-based movement that leads to improved outcomes for children and families. Engage in discussions and activities that focus on the everyday actions that help build concrete support for families, respond to families in crisis, inform and connect families to services in the community, and help families with the skills to identify their own needs.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Explore examples of welcoming, non-threatening support to families.</li> <li>- Acquire knowledge to effectively link families in need and resources within the community.</li> <li>- Recognize how lack of support, when under stress, can sometimes lead to child maltreatment.</li> </ul>	2	1	2	1

<p>Strengthening Families Framework: Social Emotional Competence Protective Factor</p>	<p>Join us in “looking at families through a different lens,” as we learn about one of the five protective factors in this National and International research-based movement that leads to improved outcomes for children and families. Engage in virtual discussions and activities that focus on the everyday actions that help parents foster their children’s social and emotional development, develop a positive cultural identity, interact in a diverse society and respond proactively when social or emotional development seems to need support.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Recognize several characteristics of children who are emotionally healthy and who demonstrate social skills appropriate for their age or environment.</li> <li>- Identify realistic expectations in terms of social and emotional skills for children at different developmental stages.</li> <li>- Explore how parents and caregivers can develop strategies that will help children to grow emotionally and socially.</li> </ul>	2	1	2	1
<p>Supporting Families to <i>Learn the Signs. Act Early.</i></p>	<p>In this interactive training, participants will learn about the “Learn the Signs. Act Early.” program. The Center for Disease Control’s “Learn the Signs. Act Early.” program aims to help caregivers of young children and the providers who serve them to “learn the signs” of typical early childhood development and “act early” on developmental concerns. In this session, participants will explore the tools and resources available for supporting children and families in this process. This training will also include an introduction to the free CDC’s Milestone Tracker App to learn simple tips to share with families and caregivers.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Receive an introductory overview of the Learn the Signs. Act Early. program.</li> <li>- Explore how to use resources to monitor development and have conversations with others (e.g. families, caregivers, doctors) regarding development.</li> <li>- Learn simple tips, activities, and gain access to the free CDC’s Milestone Tracker App that caregivers and families can use to promote development.</li> </ul>	1.5	1	1.5	1
<p>Teaching Pyramid for Infant/Toddlers, Module 1a: Social-Emotional Development within the Context of Relationships with Infants and Toddlers</p>	<p>California Teaching Pyramid framework for infants and toddlers addresses the social and emotional needs of young children birth to three years of age. Teaching Pyramid focuses on strong relationships and belonging, support for social and emotional competence, and the prevention of challenging behaviors through reflective practice. Module 1a focuses on a comprehensive approach designed to help Early Childhood Educators to promote social-emotional competence, address challenging behaviors in young children, and develop a safe and nurturing environment for all children.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Develop basic knowledge and skills of the Teaching Pyramid Framework</li> <li>- Understand the importance building positive relationships with children, families and colleagues</li> </ul>	7	1	3.5	2
<p>Teaching Pyramid for Infant/Toddlers, Module 1b: Responsive Routines, Environments, and Strategies to Support Social-Emotional Development in Infants and Toddlers</p>	<p>California Teaching Pyramid framework for infants and toddlers addresses the social and emotional needs of young children birth to three years of age. Teaching Pyramid focuses on strong relationships and belonging, support for social and emotional competence, and the prevention of challenging behaviors through reflective practice. This training module focuses on a comprehensive approach designed to help Early Childhood Educators promote social-emotional competence, address challenging behaviors in young children, and develop a safe and nurturing environment for all children.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Integrate knowledge learned from module 1a</li> <li>- Develop supportive environments to meet the individual needs of all children.</li> <li>- Design responsive environments that promote social emotional competence</li> </ul>	7	1	3.5	2

Teaching Pyramid for Infant/Toddlers, Module 2: Social-Emotional Teaching Strategies	<p>California Teaching Pyramid framework for infants and toddlers addresses the social and emotional needs of young children birth to three years of age. Teaching Pyramid focuses on strong relationships and belonging, support for social and emotional competence, and the prevention of challenging behaviors through reflective practice. Module 2 will primarily focus on virtually teaching social and emotional skills using specific strategies.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Learn how to support emotional literacy and strong emotions</li> <li>- Facilitate social play and play skills like friendship</li> <li>- Practice building self-regulation skills</li> <li>- Look at co-regulation for conflict resolution strategies (for older toddlers)</li> </ul>	7	1	3.5	2
Teaching Pyramid for Infant/Toddlers, Module 3a: Determining the Meaning of Challenging Behavior	<p>California Teaching Pyramid framework for infants and toddlers addresses the social and emotional needs of young children birth to three years of age. Teaching Pyramid focuses on strong relationships and belonging, support for social and emotional competence, and the prevention of challenging behaviors through reflective practice. Module 3a addresses universal strategies that will help support, plan, and guide infant toddler caregivers in the promotion of healthy social and emotional development and prevention of challenging behaviors. This module focuses on Determining the Meaning of Challenging Behavior through an interactive learning experience.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Integrate knowledge learned from previous modules</li> <li>- Learn how to analyze and determine the meaning of children's behavior</li> <li>- Identify behaviors and social skills to target for intervention</li> </ul>	7	1	3.5	2
Teaching Pyramid for Infant/Toddlers, Module 3b: Individualized Intensive Interventions	<p>California Teaching Pyramid framework for infants and toddlers addresses the social and emotional needs of young children birth to three years of age. Teaching Pyramid focuses on strong relationships and belonging, support for social and emotional competence, and the prevention of challenging behaviors through reflective practice. This virtual training module focuses on a comprehensive approach designed to help Early Childhood Educators promote social-emotional competence, address challenging behaviors in young children, and develop a safe and nurturing environment for all children.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Integrate knowledge learned from module 1a</li> <li>- Develop supportive environments to meet the individual needs of all children.</li> <li>- Design responsive environments that promote social emotional competence</li> </ul>	7	1	3.5	2
Teaching Pyramid for PK, Module 1a: Promoting Children's Success: Building Relationships plus Effective Workforce	<p>The Teaching Pyramid approach provides a systematic framework that promotes social and emotional development , provides support for children's appropriate behavior, and prevents challenging behavior. This module is the first of five, and it provides a deep understanding of the need of social and emotional skills in children, and universal strategies for integrating the Teaching Pyramid approach into everyday teaching practices.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Learn about the importance of building positive relationships with children, families, and colleagues</li> <li>- Learn how to design environments, schedules, and routines</li> <li>- Reflect on personal values, perceptions and beliefs about behavior</li> <li>- Learn about Positive Descriptive Acknowledgement (PDA)</li> </ul>	7	1	3.5	2
Teaching Pyramid for PK, Module 1b: Promoting Children's Success: Creating Supportive Environments	<p>The Teaching Pyramid approach provides a systematic framework that promotes social and emotional development , provides support for children's appropriate behavior, and prevents challenging behavior. Module 1b is the continuation of Module 1a.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Establish expectations and the use of visual for schedules</li> <li>- Understand the role of temperament on behavior</li> <li>- How the physical environment can support appropriate behavior</li> </ul>	7	1	3.5	2

Teaching Pyramid for PK, Module 2: Social-Emotional Teaching Strategies	<p>The Teaching Pyramid approach provides a systematic framework that promotes social and emotional development , provides support for children's appropriate behavior, and prevents challenging behavior. This module focuses on effective strategies for facilitating children's social and emotional development and teaching foundational skills to children, including the ability to solve problems, communicate emotions appropriately and effectively, and build friendships. Modules 1a and 1b must be taken prior to taking Module 2.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Identify teachable moments</li> <li>- Facilitate the development of friendship skills</li> <li>- Teach children to identify, understand, and express emotions</li> <li>- Teach how to manage strong emotions</li> <li>- Teach problem solving and conflict resolution</li> </ul>	7	1	3.5	2
Teaching Pyramid for PK, Module 3a: Determining the Meaning of Challenging	<p>The Teaching Pyramid approach provides a systematic framework that promotes social and emotional development, provides support for children's appropriate behavior, and prevents challenging behavior. This module focuses on effective strategies for observing children and identifying the meaning/function of their behavior as a means of identifying skills that could be targeted for instruction. Modules 1a, 1b and 2 must be completed prior to taking Module 3a.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Identify the function and meaning of challenging behavior</li> <li>- Identify behaviors and social skills to target for intervention</li> </ul>	7	1	3.5	2
Teaching Pyramid for PK, Module 3b: Individualized Intensive Interventions	<p>The Teaching Pyramid approach provides a systematic framework that promotes social and emotional development , provides support for children's appropriate behavior, and prevents challenging behavior. This module focuses on effective strategies to support the child's use of the new skills and to decrease the likelihood that the child will need to use challenging behavior by offering individualized intensive interventions. Modules 1a, 1b, 2, and 3a must be completed prior to taking Module 3b.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Be introduced to the Positive Behavior Support process</li> <li>- Develop a plan for supporting social emotional development and preventing challenging behavior through the use of the Routines Based Support Guide</li> <li>- Use a team approach to addressing challenging behavior &amp; social emotional needs</li> </ul>	7	1	3.5	2
Teaching Pyramid: Role of the Administrator	<p>Implementing the Teaching Pyramid Framework to fidelity depends on the support provided by the site administrator. This in-person training offers participants opportunities to learn how to bring the site to fidelity by developing a Leadership Team, using resources like the Benchmarks of Quality and Inventory of Practice to measure implementation, and providing on-site coaching with technical assistance and champion check-ins. In addition, administrators will learn how to create sustainable practices that support and promote social-emotional competence in children, prevent challenging behaviors, and increase positive outcomes for children and families.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Learn how to create program-wide systems that promote the implementation of the Teaching Pyramid Framework</li> <li>- Identify strategies that will provide support for training, coaching, and classroom practices</li> <li>- Develop an action plan to support long-term success</li> </ul>	2	1	2	1
Thinking Beyond Me... Why Children Need Social and Emotional Skills	<p>Come on a reflective journey to understand, deepen your knowledge, and practice how social and emotional development impacts brain development in young children. Take advantage of this opportunity to engage in activities with peers on the "what, how, and why" of social and emotional development for school readiness and life success.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Apply knowledge of how positive social emotional experiences impact healthy brain development</li> <li>- Gain -knowledge about the California Preschool Foundations to inform planning</li> <li>- Identify the importance of supporting children's capacity to develop self-regulation skills</li> </ul>	2	1	2	1
Trauma Responsive: ACES and Resiliency	<p>During this training, participants will be supported in understanding the importance of ACES in Early Childhood Education settings. Together, we will review the impact of toxic stress and Adverse Childhood Experiences during the early years as well as learning ways to support the development of resilience through adult relationships. Participants will be able to identify ways to promote resilience for children, families, and ECE staff.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Explore the difference between positive stress, tolerable stress and toxic stress</li> <li>- Understand the impact on the 'learning brain'</li> <li>-Learn the importance of Responsive Relationships</li> <li>-Identify Protective Factors and Positive Childhood Experiences</li> <li>- Introduce the Core Values of Trauma Informed Care &amp;Trauma Sensitive Schools</li> </ul>	2	1	2	1

Trauma Responsive: Educator Well-Being	The purpose of this session is to provide a space for educators to gain insight into self-care that doesn't require an abundance of money or time but includes small everyday actions that contribute to their overall well-being. Educator well-being is imperative to provide a responsive and attuned relationship to students and their families so it's time to start attuning and responding to our own needs. In this session, attendees will identify personal self-care strategies that are individualized to their needs and ultimately impact their well-being as well as the well-being and success of the children and families they are serving. Creating resilient futures starts with the educators! <b>Participants will:</b> - Explore the myths of self-care to identify their personal self-care strategies -Examine the connection between self-care and well-being -Review the direct relationship between educator well-being and student well-being and success	2	1	2	1
<b>HEAL Professional Learning Title</b>	<b>Description</b>	<b>In-Person Length</b>	<b>In-Person Parts</b>	<b>Virtual Length</b>	<b>Virtual Parts</b>
MyPlate	Why is it important to balance our meals using the five food groups? Join us to learn how MyPlate is an effective tool to help adults introduce the five food groups and their benefits to children. <b>Participants will:</b> -Expand on the five food groups in MyPlate and their benefits. -Learn how to incorporate MyPlate into each day to eat balanced meals. -Receive practical tips to put recommended portion sizes into action.	1	1	1	1
Reading Nutrition Labels	During this training, participants will learn how to properly read a nutrition label and ingredients list. Ingredients such as sugar and salt will be highlighted and tips for limiting these two ingredients in foods/beverages will be shared. National changes made to the nutrition label in recent years will also be discussed. Please come ready to be informed on the information found on all products we consume! <b>Participants will:</b> -Learn how to read a nutrition label and ingredients list. -Receive tips and strategies on how to limit sugar and salt in the products they consume. -Learn about national changes made to the nutrition label in recent years.	1	1	1	1
Sugary Drinks	How much sugar is in my drink? Learn how to measure sugar content in drinks, the effects sugar has in our bodies and how we can build healthy habits to avoid sugary drinks. <b>Participants will learn:</b> - The actual sugar content in regularly marketed "healthy" beverages. - How to measure sugar content in beverages. - What the real cost of sugary beverages is to our health. - Discuss effective strategies to reduce the consumption of sugary drinks.	1	1	1	1
Healthy Habits Using 5-2-1-0	What is 5210? Join to learn how we can easily implement this easy-to-remember plan to help develop healthy daily habits and build a strong foundation for our children to lead healthier lives. <b>Participants will learn:</b> - What 5210 is - How this easy-to-remember plan can be easily implemented daily to improve our health and help us start developing healthy habits - How this guide for healthy living can help us lead a healthy lifestyle	1	1	1	1
Healthy Celebrations	This training will focus on providing healthy food and beverage options during celebrations such as holidays and birthdays. Join to learn what a healthy celebration can look like, how we can increase consumption of fruits and vegetables during gatherings and learn of other ways to have a healthy celebration. <b>Participants will:</b> -Learn strategies on how to present healthy food and beverage options during special occasions. - Receive additional ideas in place of using food to have celebrations.	1	1	1	1
Cooking with Kids	What better way to introduce new foods to our children than through the kitchen! Learn about tips when cooking with kids and ways we can introduce new nutrition concepts in the kitchen. <b>Participants will learn:</b> - Best practices for cooking with children. - Strategies to have engaging conversations with children during the cooking process. - About basic nutrition information that can be shared with children to encourage healthy eating habits.	1	1	1	1
Nutrition and Art	Join in to learn how art can increase interest and consumption of healthy foods in young children. Art activities using nutrition concepts will be shared, and the benefits of colorful foods offered will be reviewed. Tips on how to have conversations about those benefits will be highlighted. <b>Participants will learn:</b> - How art can increase retention of new nutrition knowledge. -Art activities using nutrition concepts to try with young children. - The benefits of fruits and vegetables offer our bodies based on their color. - Strategies that can be utilized when having conversations about a healthy foods.	1	1	1	1

Introduction to Farm-to-Preschool	<p>What is the Farm-to-Preschool Curriculum? How does it enhance nutrition knowledge through gardening? Learn how the Farm-to-Preschool Curriculum can be used to help increase the consumption of fresh produce in your classrooms.</p> <p><b>Participants will learn:</b></p> <ul style="list-style-type: none"> <li>- How to utilize the Farm-to-Preschool curriculum to encourage children to consume more fruits and vegetables through hands on nutrition and gardening lessons.</li> <li>- Weekly lessons that focus on a specific fruit or vegetable every month.</li> <li>- How to extend learning opportunities, incorporate physical activity, complete taste tests, and learn new recipes by using the curriculum.</li> </ul>	1	1	1	1
Storytelling to Promote Healthy Eating	<p>How can storytelling foster healthy eating for children? Early care settings are one of the best places to help children build a healthy living foundation. Explore a series of storytelling techniques designed to encourage children to eat healthier to prevent childhood obesity. Learn how to use a wide variety of literature along with felts, puppets, props and other techniques to inspire children to eat healthy.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Understand the significance of diabetes &amp; obesity in the United States.</li> <li>- Learn storytelling methods to teach healthy eating.</li> <li>- Learn the importance of nutritious foods in early care settings.</li> </ul>	1	1	1	1
Animal Themed Play	<p>Join us to learn how animal themed play helps increase physical activity opportunities for our children and improve the progression of newly learned movement skills!</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Learn new ways to incorporate animal movements in physically active play</li> <li>- Discover the benefits of stretching activities</li> <li>- Learn new games for animal play!</li> </ul>	1	1	1	1
Music and Movement	<p>How can we counteract the effects of sedentary habits? Join us to learn how music and movement can simultaneously help us develop healthy habits, keep us physically active and engaged in fun and engaging activities.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Identify fun music and movement activities</li> <li>- Discuss why physical activity is important for a child's healthy development</li> <li>- Learn the benefits that music has to help us increase movement and physical activity</li> </ul>	1	1	1	1
Deep Breathing with Kids	<p>Have you thought about how your body responds to stressors? Join us to learn how self-regulating activities such as deep breathing and mindfulness can help us in times of need.</p> <p>Participants will:</p> <ul style="list-style-type: none"> <li>- Learn how to practice self-regulating exercises</li> <li>- Learn what mindfulness is</li> <li>- Learn deep breathing techniques to implement in times of need</li> </ul>	1	1	1	1
Outdoor Play	<p>Do you remember where you spent playing most of your childhood? Outdoors! Join us to learn new fun outdoor activities and their benefits.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Learn the benefits of outdoor play.</li> <li>- Discover simple and fun outdoor activities.</li> <li>- Learn the benefits of balancing activities.</li> <li>- Review how water breaks are especially important when engaging in moderate to vigorous physical activities.</li> </ul>	1	1	1	1
Indoor Play	<p>Being physically active is essential now more than ever to counteract the effects of sedentary habits. Join us to learn how simple indoor activities can help us stay physically active and help us build healthy habits.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Discover simple indoor activities.</li> <li>- Learn how these simple but engaging activities can be done indoors to intentionally increase physical activity</li> <li>- Learn how to create their own games and easily modify games for indoor active play.</li> </ul>	1	1	1	1
Manipulatives to Promote Active Play	<p>Join us to learn how manipulatives can encourage physical activity and movement, increase children's gross and fine motor skills and creativity.</p> <p>Participants will:</p> <ul style="list-style-type: none"> <li>- Learn about manipulatives that encourage physical activity and movement.</li> <li>- Discuss how manipulatives can promote active play and increase manipulative skills.</li> <li>- Have the opportunity to make their own kid friendly manipulatives</li> </ul>	1	1	1	1
Active Story Time	<p>Join us to learn how physical activity can be incorporated through literature, build more than literacy skills and what Story Walks are.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Learn and apply strategies on how to easily integrate physical activity into story time.</li> <li>- Learn what to look for to keep children engaged during active story time</li> <li>- Learn how to implement Story Walks to increase physical activity</li> </ul>	1	1	1	1
Gardening Activities	<p>This training will highlight activities to do with children out in the garden. STEAM (Science, Technology, Engineering, Art, and Math) concepts will be reviewed in connection to gardening activities for children. Nutrition education examples and tips and strategies for starting and maintaining a garden will also be shared.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Explore multi faceted gardening activities to practice with children.</li> <li>- Review how to implement nutrition education in the garden.</li> <li>- Learn tips and strategies for starting and maintaining a garden.</li> </ul>	1	1	1	1

Planting the Seed of Nature to Promote a Healthy Development	<p>This training will have participants explore a nature-based program that teaches children how to be grateful and respectful of every living thing in our environment. Join in to learn how you can incorporate nature into your program and use it as a learning tool to create an enriching environment that invites children to connect with their natural world.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Learn the importance of hands-on outdoor activities to promote young children's healthy development.</li> <li>- Discover ideas on how to bring nature to their early care settings to increase healthy habits.</li> <li>- Reflect on a nature-centered approach.</li> </ul>	1	1	1	1
Mind, Body, Spirit (3 part series)	<p>We often hear about resilience and how this is a skill we can gradually develop through intentional self-care practices. Join us to learn what resiliency is and how to implement self-care practices as a group.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Learn about our internal self so we can recognize when we are starting to not feel like ourselves.</li> <li>- How the mind, body, and spirit work so we can care for them.</li> <li>- Learn about and practice self-care activities together.</li> </ul>	1	3	1	3
Self-Care Practices	<p>How would you take care for yourself as a caregiver? Self-care is vital for promoting high emotional intelligence to cope with on-the-job stressors. How can teachers remain responsive and self-regulated with young children?</p> <p>Participants will:</p> <ul style="list-style-type: none"> <li>- Learn about tools that will allow teachers to lower stress levels from a self-aware and self-care perspective</li> <li>- Examine wellness practices and actions to help improve your overall well-being</li> <li>- Discuss how to identify emotional triggers at work</li> <li>- Acquire simple self-care strategies to help manage and reduce stress.</li> </ul>	1	1	1	1
How Habits are Formed	<p>We often hear about resilience (or self-care) as the ability to bounce back. Bounce back to what? Join us to learn about resiliency and how it is a skill we can gradually develop through intentional self-care exercises.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Learn about our internal self so we can recognize when we are starting to not feel like ourselves.</li> <li>- How the mind, body, and spirit work so we can care for them.</li> <li>- Learn about and practice self-care activities together.</li> </ul>	1	1	1	1
Nurturing a Resilient Mindset	<p>How can we nurture resiliency of the mind, body and spirit in preschoolers? Join us to identify how you can help nurture resiliency in preschoolers through play.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Identify the meaning of resiliency</li> <li>- Explore the differences between a fixed mindset and growth mindset</li> <li>- Learn how ongoing, severe stress and adversity in early childhood are inevitably connected to chronic diseases later in life</li> <li>- Learn simple yet stimulating activities that will help nurture resiliency of the mind, body and spirit through play in preschoolers</li> </ul>	1	1	1	1
Family Engagement Strategies	<p>Why is family engagement meaningful and how does it play an important role in learning healthy behaviors? Join us to learn empowering strategies to help cultivate and strengthen teacher-family relationships.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>- Learn empowering strategies to help cultivate relationships based on trust, care, and respect with families to improve family involvement and strengthen these relationships.</li> <li>- Learn how you can integrate parents interests such as sharing nutritious recipes, physical activity, and gardening to increase family engagement in your program.</li> <li>- Reflect deeper on how our daily interactions with families have an impact in healthy practices.</li> </ul>	1	1	1	1
It's All About Belonging	<p>In an increasingly diverse society, it is imperative to understand how to work with families from different cultural backgrounds. What can early childcare educators do to support diversity in their programs? Promoting a sense of belonging is key to making children and families feel welcomed and accepted.</p> <p><b>Participants will learn:</b></p> <ul style="list-style-type: none"> <li>-Family engagement strategies through nutrition and physical activity practices to increase the sense of belonging for young children and their families.</li> <li>-Strategies to integrate culturally nutritious foods into programs, cultural music to help promote physical movement, and activities that promote native languages.</li> </ul>	1	1	1	1