

47th Annual Early Childhood Conference & Retreat

Thursday, October 24th
Friday, October 25th
Saturday, October 26th

Mount Snow Grand Summit Resort & Conference Center

Keynote Speakers



Thursday:
Maurice Sykes

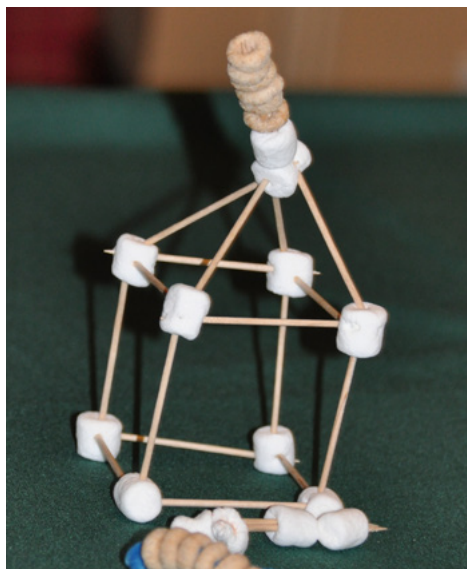


Friday:
Dr. Rosemarie Allen



Saturday:
Camille Catlett

[Register online](#)



CREATE



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PLAY

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This conference includes workshops for those working with families and children from birth to third grade.

vt aeyc

Become a member

Join The Vermont Association for the Education of Young Children

As a professional in infant and toddler childcare, preschool, kindergarten, Head Start, center or home-based, elementary school, or any other early childhood education setting, you know the early years are learning years. Join VTAEYC and we'll help you to make sure the early years count.

VTAEYC is leading efforts to build better futures for all young children, families and early educators. Some of our programs and services include: Professionalizing the Workforce, T.E.A.C.H. Vermont Early Childhood Project, Professional Development, Peer Networking, and Advocacy. Our most important effort is supporting you in the work you love! Join VTAEYC and NAEYC, and become part of a national effort to provide excellent early care and education for all children from birth through age eight.

Become a member online at www.naeyc.org/membership

VTAEYC membership runs for the 12 months subsequent to joining, and entitles members to benefits including:

- ☐ membership in NAEYC, our national parent organization
- ☐ a complimentary subscription to a professional journal published by NAEYC, your choice of: *Young Children*, or *TYC, Teaching Young Children*
- ☐ reduced rates and local, regional, and national AEYC conferences (Standard and Premium only)
- ☐ membership Mix and Mingle events

Membership is for individuals only, not for a center or school.

Membership rates:

Premium \$150
Standard \$69
Entry \$30
Family \$35



Bennington County Child Care Association Membership

Membership rates for the Fiscal Year 2019 (11/1/2019-10/31/2020) are \$10 for both Child Care Provider and Associate Members.

Types of Membership:

- **CHILD CARE PROVIDER:** Professionals in child care such as administrators, teachers, support staff and others actively affiliated with a center, home or school situation. All Child Care Provider Members shall have voting privileges.
- **CHILD CARE ASSOCIATE:** Parents, non-affiliated professionals and other interested individuals.

Associates will be able to participate in discussions but are non-voting members. In addition to these standards, membership in BCCCA offers the following privileges:

- Reduced registration fee for the Annual Conference
- Scholarship opportunities for professional development in the early care and education field
- Opportunity to help shape legislation on behalf of children and families
- Professional membership for participation in S.T.A.R.S.
- Formal and informal professional education, development and support through a range of opportunities and activities.

For more information please contact:

Brenda Schramm baschramm@comcast.net or 802-379-7267



Windham Early Childhood Educators Co-op Membership

The Windham Early Childhood Educators Co-op is a group of center-based and home-based early childhood professionals. We meet monthly to offer each other support, ideas and develop opportunities for professional growth. Our mission is to support and encourage networking, advocacy, and professionalism in the early childhood community.

When you join WECEC you become a “Basic Member” of a professional organization. By attending monthly meetings regularly (3 out of the last 6) you become an “Active Member” at no extra cost. Membership benefits are listed below...

Basic Members

- Receive WECEC newsletters
- Join the WECEC Facebook page for regular updates, job listings, early childhood news from around the state, professional development opportunities
- Can receive point(s) for STARS
- Access 10 free professional development trainings each year

Active Members

- Receive all benefits listed above
- Receive a yearly active member stipend
- Eligible for professional development scholarships
- Receive discount for WECEC Annual Retreat

\$30 membership fee

contact Melissa at windhamecec@gmail.com

Please Plan to join us for these special events:

**Membership Mix and Mingle is
Thursday (10/24) 4:30-5:30pm.**

**Annual VTAEYC Membership Breakfast and Meeting is
Friday (10/25) 7:30-8:30am**

We are proud to partner for professional development!

The Vermont Head Start Association (VHSA), Vermont Association for the Education of Young Children, Bennington County Child Care Association, and Windham Early Childhood Educators Co-op joined together to host this year's annual fall conference.

What's happening at the Vermont Head Start Association?

Please check out the [new website](http://www.vermontheadstart.org) at www.vermontheadstart.org to find out more about what Head Start does and the locations in your area. The website includes information about:

- Career opportunities
- Pre-K partnerships with schools and child care
- Infant /Toddler partnerships
- A calendar with events locally and regionally.



50 + Years Committed to the Whole Child and Family!

Workshop Levels

Our workshop presenters have determined the content of their workshop to fall into one of the following categories. This year we have included this information in our workshop descriptions for your consideration as you make your selections:

Introduction/Overview – The content in these sessions is designed for attendees with little or no prior learning OR experience with this topic.

Essential Knowledge/Application – The content in these sessions is designed for attendees who have had some prior learning AND experience with this topic.

Analysis & In-Depth Application – The content in these sessions is designed for attendees who have had considerable learning AND experience with this topic.



Registration Instructions

Mail-in Registrations:

Mailed-in paper registrations will be processed based on their postmark date. There is a \$10 processing fee PER PARTICIPANT on all mailed-in registrations.

Mail to:

VTAEYC
145 Pine Haven Shores Road
Suite 2032
Shelburne, VT 05482

Registrations that are not accompanied by full payment will not be processed until payment is received (excluding school districts who submit a valid P.O.)

Once you have completed the conference registration process, you will receive an email confirming your registration and workshop choices.

Walk-in registrations will not be accepted.

Requests for refunds, less a \$10 processing fee, must be in writing and postmarked by Thursday, October 17, 2019.

REGISTER ONLINE NOW

Online registration is strongly preferred, as it saves time, reduces paperwork and paper use, and allows you to know right away if you're enrolled in the workshops you want. By registering online, you will avoid the \$10 processing fee.

Register online any time before Wednesday, October 16th.

Best rates are available during the Early Bird registration—Early Bird deadline Friday, September 13, 2019.

Checks payable to The Vermont Association for the Education of Young Children. Payment can be by credit, debit or check.

If you have questions about REGISTRATION, please contact Sheri Lynn at (802) 343-0981, or via email: sheri@lynnmanagement.com

If you have questions about the CONFERENCE, please contact Sonja Raymond, via email: sonja.raymond@vaeyc.org, or call (802) 578-0735 during normal business hours.



Making Your Conference Attendance More Affordable

Fall Conference Scholarships

VTAEYC/VHSA is able to provide a number of \$50 scholarships to individuals, including student scholarships for the 2019 Fall Conference through the Chuck Bayles Scholarship Fund in an effort to make registration fees more affordable. Funding comes from the 2018 conference raffle proceeds and from 2018 presenters who donated back their stipends to the scholarship fund:

Do you work for a Nationally Accredited Program?

Conference attendees from a program with a current NAEYC or NAFCC accreditation are eligible for a 10% registration discount. PRIOR to completing your registration, please contact Sonja Raymond to receive your Accreditation discount code. sonja.raymond@vaeyc.org

**Fifteen \$50 scholarships available on a first-come-first-serve basis.
Student and non-student scholarships available.
Contact Sonja Raymond.**

In order to qualify for the VTAEYC member rate, you must have a Standard or Premium membership and a valid membership number. Not yet a member? Go to www.naeyc.org, click on “membership” to join. You can receive a membership number right away.

Become a VTAEYC/NAEYC member online: www.naeyc.org/membership

Registration Discounts for members:

1-day: \$50 • 2-day: \$100 • 3-day: \$150

In order to qualify for a BCCCA member rate, you must have a current membership. Not yet a member? Email baschramm@comcast.net indicating your interest or need to renew.

In order to qualify for a Windham Early Childhood Co-Op member rate, you must have a current membership. Not yet a member? Email windhamecec@gmail.com indicating your interest or need to renew.



Annual Fall Conference and Retreat sponsored by The Vermont Association for the Education of Young Children (VTAEYC), Vermont Head Start Association (VHSA), Bennington County Child Care Association (BCCCA) and Windham Early Childhood Educators Co-Op (WECEC) October 24, 25, 26 2019 | To register online visit vaeyc.org | Registration deadlines: Early Bird - Friday, Sept. 13 / Regular - Wednesday, Oct. 16

SharedServicesVT.org HAS A NEW LOOK!

Your one-stop shop for early educator resources is now better than ever with a new, easy to use, mobile- friendly design engineered for simple access & navigation.



Become a Shared Services member today for **FREE** access to countless tools and resources, including:

- ▶ Early education curriculum development resources
- ▶ Child care program administration templates, forms and tools
- ▶ Early Childhood Jobs Vermont Jobs Board
- ▶ Savings and discounts for programs and teachers
- ▶ Local news and events from Vermont's early education community

... And so much more.

Log in and get started at sharedservicesvt.org



Why Use The Developmental Screening Registry?



You are an expert on child development

Share your good work by using
Vermont's Developmental Registry

What is the Developmental Screening Registry? Vermont's secure statewide registry where developmental screening results can be safely shared across settings to ensure the best outcomes for the children in your program.

- ✓ Promote healthy development for ALL children
- ✓ Contribute to a community of health & advocate for kids
- ✓ Reduce screening duplication

Email Lauren.Smith@Vermont.gov to access the Developmental Screening Registry
Email AHS.VDHudsregistry@vermont.gov for tools and training on the Ages & Stages Questionnaires®, Third Edition (ASQ-3™) and the Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ:SE-2™), information about Help Me Grow VT referral and linkage, and parent education & resources



email: AHS.VDHudsregistry@vermont.gov
web: helpmegrowvt.org

Schedule of Events

Thursday, October 24, 2019

- 7:30am – 8:30am: Registration and coffee
8:30am – 8:45am: Welcome and opening announcements
8:45am – 9:45am: Keynote presentation: Maurice Sykes
10:00am – 12:00pm: Thursday session I workshops
12:15pm – 1:15pm: Lunch (included)
1:15pm – 2:45pm: Thursday session II workshops
2:45pm – 3:00pm: Afternoon coffee break
3:00pm – 4:30pm: Thursday session III workshops
4:30pm – 5:30pm: Membership Mix and Mingle

Friday, October 25, 2019

- 7:30am – 8:30am: Registration and coffee; VTAEYC Membership breakfast and annual meeting
8:30am – 8:45am: Welcome and opening announcements
8:45am – 9:45am: Keynote presentation: Dr. Rosemarie Allen
10:00am – 12:00pm: Friday session I workshops
12:15pm – 1:15pm: Lunch (included)
Provider of the Year Award – Let's Grow Kids
1:15pm – 2:45pm: Friday session II workshops
2:45pm – 3:00pm: Afternoon coffee break
3:00pm – 4:30pm: Friday session III workshops

Attending more than one day?

Stay at the Grand Summit Resort Hotel & Conference Center. All conference attendees are eligible for the following conference rates of:

Grand Summit Hotel Room – 2	\$119.00
Grand Summit Hotel Room – 4	\$129.00
Grand Summit – Handicap Queen – 2	\$ 99.00
Grand Summit Studio – Murphy/Sofa – 4	\$109.00

Call 800-817-0764 to reserve your room, be sure to mention you are with the Vermont Association for the Education of Young Children. This room rate is guaranteed until September 20, 2019, and available at the discretion of the Grand Summit Resort Hotel and Conference Center following that date.

Saturday, October 26, 2019

- 7:30am – 8:30am: Registration and coffee
8:30am – 8:45am: Welcome and opening announcements
8:45am – 9:45am: Keynote presentation: Camille Catlett
10:00am – 12:00pm: Saturday session I workshops
12:15pm – 1:15pm: Lunch (included)
1:15pm – 2:45pm: Saturday session II workshops
2:45pm – 3:00pm: Afternoon coffee break
3:00pm – 4:30pm: Saturday session III workshops

Please be aware we have a firm policy of “no children” at the conference. This includes infants. We strive to provide a professional learning atmosphere and even the quietest child cannot be silent or avoid becoming a distraction for others who are trying to participate in conference offerings. We thank you for your understanding and appreciate you making other childcare arrangements. We will have a private space available for breastfeeding mothers to express milk, if needed. Please contact sonja.raymond@vaeyc.org to make prior arrangements.

Registration deadlines: Early bird: Friday, September 13th.
Registrations cannot be accepted after Wednesday, October 16th!

A Thank You to our Gold Level Sponsors:



A Thank You to our Silver Level Sponsor:



A Thank You to our Bronze Level Sponsors:



Bennington County Starting Points



CHAMPLAIN COLLEGE

The ongoing partnership and support of our sponsors enables VTAEYC/BCCCA/WECEC to bring national level speakers to Vermont while keeping conference rates affordable.

Thursday Morning Keynote

October 24, 2019
8:45am – 9:45am

Every Child Needs a Champion Doing the Right Thing For Children

This keynote speech will engage you in a thoughtful reflection on the moral imperative for championing the cause of young children. You will laugh, you will sigh, you will cry, but most importantly, you will recommit yourself to being relentless in your advocacy, and your determination for Doing The Right Thing for Children.

Maurice Sykes
*Senior Associate at
M. Russell & Associates*



About Maurice: Maurice Sykes, author of “Doing the Right Thing for Children: Eight Qualities of Leadership,” is a former Executive Director at the University of the District of Columbia’s National Center for Urban Education where he was the recipient of the Marjorie Holloman Parker Distinguished Educator Award. He was recently inducted into the DC Hall of Fame Society for his numerous contributions to the field of early childhood education.

Maurice served in the District of Columbia Public School System as Deputy Superintendent for the Center for Systemic Educational Change as well as Director of the school system’s early childhood programs. He also advised the US Department of Education on educational policy and programs related to urban school improvement. He served as the Director of the Tufts University Educational Day Care Center and as a Lecturer in the Elliot-Pearson Department of Child Study and Human Development. He was selected as a National Policy Fellow by the Institute for Educational Leadership, and subsequently coordinated its DC Education Policy Fellowship program. Maurice was profiled as an Early Childhood Champion in a national study released by the National Association of State Boards of Education and is a former governing board member of the National Association for the Education of Young Children.

Maurice is currently a Senior Associate at M Russell & Associates and serves as the Executive Director of the Early Childhood Leadership Institute in Washington, DC. He has been a teacher, a teacher trainer, and a curriculum developer. Maurice has spent his career advancing high-quality early childhood programs and services and has traveled nationwide inspiring and challenging community-based programs, schools and elected officials to do the right thing for children.

Friday Morning Keynote

October 25, 2019
8:45am – 9:45am

Precious Connections: Connecting with Every Child to Meet Their Individual Needs

This keynote will provide strategies for connecting to the head and heart of every child using a racial equity lens. Information will be presented on implicit bias as a barrier to forming relationships with children and the use of culturally responsive practices to connect with each child, based on their individual way of being.

Dr. Rosemarie Allen



About Rosemarie: Rosemarie Allen has served as a leader in early childhood education for over 35 years. Her life's work is centered on ensuring children have access to high quality early childhood programs that are developmentally and culturally appropriate. She is currently an Assistant Professor in the School of Education at Metropolitan State University of Denver. Her classes are focused on ensuring teachers are aware of how issues of equity, privilege, and power impact teaching practices. Rosemarie has served in directorship roles with the Colorado Department of Human Services where she was responsible for the State's child care licensing program, the federal child care assistance program, the redesign of the State's quality rating and improvement system, the implementation of the State's professional development plan, and assisted in the creation of Colorado's early learning guidelines. Rosemarie serves on the Pyramid Equity Program, is a respected keynote speaker, and has the distinct honor of being appointed as a "Global Leader" to represent the United States at World Conferences across the globe. Dr. Allen recently launched a new non-profit; Institute for Racial Equity & Excellence (IREE) which serves as the lead agency for ensuring equity in educational practices throughout the nation. July 2016, IREE was awarded a 1.5 million-dollar contract to monitor and license child care centers using a model she created, "Culturally Responsive Community Based Licensing". Rosemarie also served on President Obama's "My Brother's Keeper" (MBK) initiative, Early Childhood Task Force. In that role, she was the national expert on implicit bias and culturally responsive practices, speaking at conferences across the country. She also created a course for MBK, which was distributed nationally in efforts to reduce and ultimately eliminate preschool suspensions. Rosemarie earned her B.A. from California State University, Master's of Education from Lesley University and Doctorate Degree in Leadership for Equity in Education from the University of Colorado, Denver.

Saturday Morning Keynote

October 26, 2019
8:45am – 9:45am

Shift Happens: Honing Our Practices to Support Each and Every Child

National efforts and initiatives, from Transforming the Workforce to Power to the Profession, are underscoring important shifts in what early childhood professionals know and are able to do. These shifts range from knowing how to support young children who have experienced trauma and adversity to working with work with children with identified disabilities. This session will highlight the upcoming changes and offer insights about strategies and free resources that educators and leaders can use to support young children as unique and individual learners they are.



Camille Cattlett

Educator, Author, Consultant



About Camille: Camille Catlett is based at the University of North Carolina's Frank Porter Graham Child Development Institute. Her research efforts have focused on developing, implementing, and evaluating models for preparing personnel to work with young children who are culturally, linguistically, and ability diverse and models for collaborative, cross-sector professional development. One project, with early childhood programs in institutions of higher education in NC, led to a model for enhancement and change that has been replicated in seven states. Camille is a frequent presenter at state, national, and international conferences. She coordinates four national listservs and authors a regular column on implementing evidence-based practices in Young Exceptional Children.



Thanks to 30,000 vocal supporters, Vermont lawmakers made a significant investment in child care this year.

- ▶ ~\$5.8 million in additional funding for the Child Care Financial Assistance Program (CCFAP) to help make child care more affordable for VT families
- ▶ \$600,000 to support and grow Vermont's early childhood education workforce

And this is just the beginning.

Join the movement to increase investment in Vermont's child care workforce and ensure affordable access to high-quality child care for all Vermont children and families by 2025 at:

letsgrowkids.org





- How do I find a training?
- Can I get help paying for college courses?
- Who can I talk to about a child's development?
- How do I receive a bonus for professional achievements?
- How can I manage my program's licensing information?
- Can I view my professional information in BFIS?

**... the Child Development Division
can help with the answers.**

Child Development Division services include child care financial assistance for eligible families, resource and referral, licensing, and prevention and early intervention programs.

<http://dcf.vermont.gov/cdd>
1-800-649-2642

Thursday Morning – Session I

October 24, 2019 | 10:00am – 12:00pm

KEYNOTE PRESENTER SESSION: MAURICE SYKES

T1: The Courage to Lead, the Courage to Learn

Level: Introduction/Overview

Based on his highly acclaimed book, *Doing the Right Thing for Children: Eight Qualities of Leadership*, B

Maurice will engage participants in a COURAGE-BUILDING workshop that guides leaders to meet challenges more readily, embrace change more fully, and advocate more assertively. Courage-building is a hands-on, minds-on, interactive workshop that gives leaders at all levels the foundational skills and abilities they need to become more courageous.

T2: Working with Change and Transition: Change = Opportunity

Level: Essential Knowledge/Application

Scott Noyes | Empowering Programs

People are not very good at predicting the future when change is underway. Without thoughtfully considering the probable outcomes, we often imagine the worse case scenario as the likely outcome. Changing this perspective is laborious, to say the least. Learning to grow with change is a challenging skill. There is power in change. Just like all power, it is a force that can be used for constructive or destructive purposes. Deciding how to harness this strength is not an achievement that many of us have considered. Changing your response from “I have to do what?” to “Let’s see what we can do about this,” can be a conscience decision. Enjoy this honest and humorous presentation about treasuring the lessons that come through change and transition.

Learning Objectives: 1) Why do people predict the worse outcome when transitioning through change? 2) What are some strategies for growing through change?

T3: The Raising of America: Once Upon A Time

Level: Analysis & In-Depth Application

Lisa Guerrero | Positive Spin LLC

Imagine how things would be different today if high-quality childcare and pre-K was affordable and available to every family who wanted it. Did you know that this almost happened? Join a screening of the second episode of *The Raising of America* documentary series: *Once Upon a Time*, and explore the history of public policy as it relates to early childhood education in America. Discussion will follow focused on the challenges and successes highlighted in the film and on the opportunities that we have at a state/regional/local level to create positive change for children and families.

Learning Objectives: 1) Participants will examine early childhood education as a personal and collective responsibility. 2) Participants will analyze early childhood education through an economic lens. 3) Participants will explore the history of national level policies that have shaped our current reality and evaluate how to use this historical context to inform the decisions we make for children and families at the local/regional/state level.



Thursday Morning – Session I

October 24, 2019 | 10:00am – 12:00pm

T4: Overview of the Early Childhood Environment Rating Scale, 3rd Ed.

Level: Analysis & In-Depth Application

January O'Donnell | Introduction/Overview

The third edition of the Early Childhood Environment Rating Scale (ECERS-3) is a major revision of this widely-used evaluation instrument, designed to rate the quality of early childhood environments for three- through five-year olds. Having relied on research and feedback from the field, the authors of the ECERS-3 place more emphasis on human interactions, and on how teachers use engaging language, literacy, math and other experiences to further children's positive growth and development. This workshop will offer participants an interactive overview of the scale, utilizing hands-on activities that give participants the insight they need to start using the ECERS-3 to improve their practices.

Learning Objectives: 1) Participants will examine the features of the scale. 2) Relying on quality indicators, participants will work in small groups to design models of "Interest Centers." 3) Participants will plan and document one or two changes they will make in their individual practices.



T5: Healthy Staff = Happy Staff

Level: Essential Knowledge/Application

Betsy Rathbun - Gunn , Beth Wallace, Amy Fela, and Andrea Malinowski / United Counseling Service/Bennington County Head Start/ Early Head Start & RiseVT

Participants will leave with a toolkit of resources to help staff improve a healthy work/life balance. This workshop will include strategies to manage stress and provide a variety of options for "making the healthy choice the easy choice."

Learning Objectives: 1) Participants will gain an understanding and be able to assess the needs of staff and self in maintaining a healthy work/life balance. 2) Participants will ensemble a toolkit of health and wellness strategies and resources for building a healthy workplace

T6: Succession Planning: What's Your Exit Strategy?

Level: Essential Knowledge/Application

Becca Schrader | Vermont Community Loan Fund

When should you start thinking about what it will look like to leave your program? When you start your program. If you haven't yet though, don't worry, we can help you catch up. Whether you want to leave a legacy, provide a stable situation for your employees, or retire and see the world, this workshop will give you the tools to set goals and start implementing them now. Leave your program with the confidence that you know your next steps, and that others can fill your shoes.

Learning Objectives: 1) Attendees will identify at least 2 options for leaving their program. 2) Attendees will identify 1 method of business valuation for for-profit programs, and 1 component of succession planning for non-profit programs. 3) Attendees will identify 1 component of planning for retirement.

Thursday Morning – Session I

October 24, 2019 | 10:00am – 12:00pm

T7: Leadership for the Education and Care of Infants and Toddlers

Level: Essential Knowledge/Application

Dee Smith | UVM Campus Children's School, Pedagogical Director

This workshop will look at the knowledge, skills, and training necessary to lead in the growing field of educating and caring for infants and toddlers. The demand for this early childhood specialty is rapidly increasing as women's presence in the workforce continues to grow and more infants and toddlers are cared for in home and center-based programs. Leaders in this field will need both specific early childhood training and first-hand experience with infants and toddlers in order to fill this demand with competence. Understanding the unique developmental differences and expectations of these children in groups will support leaders to work with teachers and caregivers who may not have expertise with these age groups, or even be required to have qualifications specific to these unique periods of life.

Learning Objectives: 1) Participants will be able to identify principles that are critical to running a quality Infant/Toddler program. 2) Participants will discuss topics that often generate controversy when caring for Infants and Toddlers, e.g. safety, health, parental relationships, and schedules. 3) Participants will become more familiar with Infant/Toddler VELs, and in particular will discuss Infant/Toddler curriculum.

T8: Reflective Practice: Skills for Supervisors

Level: Essential Knowledge/Application

Maureen Young | Early Education Services and the Community College of Vermont, Child Development Manager, and Adjunct Faculty at CCV

In this session participants will explore the components of reflective supervision, observe and practice key skills associated with reflective practice and explore strategies for engaging staff who seem uninterested or resistant to becoming actively involved in the reflective supervisory process.

Learning Objectives: 1) Define reflective practice and reflective supervision and discuss evidence of effectiveness. 2) Identify roles of the reflective supervisor in early care and education settings. 3) Delineate the structure of a reflective supervision session. 4) Identify and practice reflective supervision strategies that will support even the most resistant staff.

T9: Power to the Profession – A National Movement & Views from Vermont

Level: Essential Knowledge/Application

Vermont Early Educators

Where is the early childhood education workforce headed? If the status quo is no longer working, what might the future look like? What would it take for us become recognized as part of a national profession, to achieve greater respect and higher compensation? How can we shape the answers to these important questions?

This workshop will include a) an update on recommendations from NAEYC's Power to the Profession initiative, b) the results of VTAEYC's workforce engagement project over the past year, and c) a description of next steps in this Vermont project. Come join your colleagues in a discussion about profession, compensation, workforce empowerment, and the future of the early childhood education workforce.

Learning Objectives: 1) Participants will understand how a profession is defined and the advantages of a national profession. 2) Participants will understand NAEYC's Power to the Profession recommendations for advancing as a recognized profession. 3) Participants will understand VTAEYC's ongoing workforce engagement efforts, including the importance of their leadership and involvement.

Thursday Afternoon – Combined Sessions I & II

October 24, 2019 | 1:15pm – 4:30pm

Please Note:

Choosing workshop T10, T11, T14, T17, T18 or T19 will satisfy your selection for both time slots on Thursday afternoon.

T10: Experience the Fun of Coaching! Three Essential Skills

Level: Introduction/Overview

Jack Russell | Chance for Change

Leaders coach. It's that simple. What's not so simple is how to coach successfully:

- How to probe and guide a person to reflect, explore, and go deeper to identify for themselves what they need to change and improve;
- How to guide them to take ownership for their improvements and be successful; and
- How not to be a rescuer or interject your own perspective on what they should do.

Coaching involves several skills and a willingness to practice and keep practicing. We will share three essential skills: 1. Observation; 2. Deep Reflective Listening; and 3. Continuous Improvement (After Action Reviews and Short Term Improvement Goals). You'll have an opportunity to practice. We'll share lessons-learned over many years of coaching. Together we'll have an open conversation on how to move forward to becoming a successful coach and having fun doing it.

Learning Objectives: 1) Participants will identify what a successful coach does and doesn't do. 2) Participants will identify 3 essential skills for successful coaching. 3) Participants will be able to apply skills at fundamental level.

T11: Overcoming Teacher Burnout: Strategies for Change

Level: Essential Knowledge/Application

Ellen Drolette | Positive Spin, LLC.

Based on the book with the same title by Ellen Drolette available at conference or through Redleaf Press, participants explore strategies for avoiding burn-out and low-morale and use inspiring stories from the field to examine the structures and practices that support the development of healthy attitudes, quality engagement, and optimism in the workplace.

Learning Objectives: 1) Participants will discuss signs and symptoms of burnout for early childhood educators. 2) Participants will be able to analyze their current practices in regards to feedback loops and self-reflection through the hands-on activities offered and how it relates to mental health, environment and leadership. 3) Participants will be able to explain why mental health and optimism play a vital role in the lives of early childhood educators. 4) Participants will be able to create a wellness plan with actionable steps. 5) Participants will leave with an understanding of the importance of mental wellness in the field of early education.



Thursday Afternoon – Combined Sessions II & III

October 24, 2019 | 1:15pm – 4:30pm

T14: Leading with Empathy Only

Level: Essential Knowledge/Application

April Zajko | April's Teaching Tree

Growing into leadership roles requires us to go outside of our comfort zones, and to examine both our strengths and our weaknesses. Learn how to use active listening, observation, and empathetic response as a way to understand and build trusting relationships with both children, families, and co-workers. Leading with empathy helps us to explore the concepts of courage, compassion, and connection as we explore how to create the most supportive learning environment for all children. Participants will look at specific ways to create an environment that is built on trust, inclusion, and conveys a sense of belonging to all. Participants will explore ways to share resources with their teams on how to teach emotional vocabulary, self-regulation, and techniques to model social and emotional skills for their staff and families. Participants will create a “Self Care Action Plan” as a way to prioritize self-care since leaders must learn how to care for themselves so they can effectively lead their teams.

Learning Objectives: 1) Participants will learn about Active Listening & Observation & Empathetic Response as a way to understand and build trusting relationships with both children and families. 2) Participants will explore ways to share resources with their teams on how to teach emotional vocabulary, self-regulation, and techniques to model social and emotional skills for their staff and families. 3) Participants will create a Self Care Action Plan as a way to prevent overwhelm and burn out.

T17: Strength-Based Coaching for Directors and Mentors

Level: Analysis & In-Depth Application

Aricha Gilpatrick Drury | Child Care Resource, Early Care Consultant

Strength-based coaching recognizes and builds on child care providers' strengths and interests, helping them to improve their practice through supportive coaching and feedback. Learn what strength-based coaching is (and what it isn't) and how to leverage the power of teacher's strengths to address challenges in the classroom. Build your mentoring or management toolbox with new strategies and approaches as you learn the art of strength-based coaching in the early childhood classroom.

Learning Objectives: 1) Participants will describe components of strength-based feedback and identify common misconceptions. 2) Participants will practice providing strength-based coaching as a strategy to improve teacher practice.



Thursday Afternoon – Combined Sessions II & III

October 24, 2019 | 1:15pm – 4:30pm

T18: Leading from the Lens of a Happy Heart

Level: Analysis & In-Depth Application

Jody Marquis | Chance for Change Institute

In this workshop participants will be introduced to the science of happiness. Based on the work of Marci Shimoff, students will learn the art and science of happiness by exploring the happiness concepts as a House. Creating a house includes: 1. The Foundation – Taking responsibility for happiness + the 3 guiding principles for being happy. 2. Pillar of the Mind: Understanding how thought and emotion create the energy of expansion or contraction+the impact of negative thinking on physical and mental health. 3. Pillar of the Heart: The energy field that collaborates with our minds. How to work in unison. 4. Pillar of the Body: How sleep, nutrition, hydration, and physical activity activate the natural healing and endorphins in our body. 5. Pillar of the Soul: connecting with self-others, your higher source as a way to be with your universal guidance. 6. The roof: Living from a place of purpose and service. 7. The garden: Nurturing Relationships. The 21 habits of creating internal happiness.

Learning Objectives: 1) Describe the 7 steps to creating internal happiness based on neuroscience, and how to include happiness habits in organizational leadership practices. 2) Demonstrate 3 strategies for shifting negative neuro-wiring in the brain, and how to coach others out of blaming, shaming and complaining, and into solutions focused thinking. 3) Create an action plan for bringing happiness habits into the workplace as a way to decrease survival and increase wellness.

T19: Early Childhood Environments as Teacher - Beyond Checklists

Level: Introduction/Overview

Chris Nelson, Jen Severance, Brenda Metzler | Let's Grow Kids, Community and Program Support Specialist

Presenters will use numerous accessible resources, including but definitely not limited to ERS tools, to actively engage participants in identifying and recognizing the value of high-quality early childhood environments.

Learning Objectives: 1) Participants will identify multiple elements of high-quality indoor and outdoor ECE learning environments. 2) Participants will observe, evaluate, discuss and critique a wide range of environments through images and video clips. 3) Participants will self-assess, collaborate with other participants to inform development of plans for high-quality learning environments in their own programs.



Thursday Afternoon – Session III

October 24, 2019 | 1:15pm – 2:45pm

T12: Stop Being So Reactive! Learn How to Experience More Heart-to-Heart and Healthier Relationships

Level: Introduction/Overview

Amanda Menard | KinderStart Preschool, Program Director

We want to truly connect heart-to-heart with family members and colleagues. Too often, however, our behavior is reactive. We jump on the Fear Triangle – Rescuer, Victim, and Persecutor. Fear and not love is motivating us. We experience separation, frustration, and loneliness. Want to turn this around and experience more love-in-action connections? Come learn how by increasing your awareness of the behaviors associated with the “roles” on the Triangle, you have a chance to stop and get off. You then have a greater opportunity of connecting with others and to build strong, healthy and more intimate relationships.

Learning Objectives: 1) Identify the three roles on the Fear Triangle and their impact on relationships. 2) Increase awareness of when you are on the Triangle. 3) Apply simple strategies to get off the Triangle and be connected with another person.

T15: How to Find Grants and Write Winning Applications

Level: Essential Knowledge/Application

Becca Schrader | VT Community Loan Fund, Business Resource Manager

Grants are great - who doesn't like “free” money? But in truth, grant writing can be hard work, and a well-written application takes time and effort. Learn where to find grant opportunities, how to write powerful narratives, and how to build a project budget. Workshop activities will send you home with a head start on your next proposal.

Learning Objectives: 1) Attendees will identify at least one grant funding source. 2) Attendees will begin building a master grant narrative. 3) Attendees will draft a project budget.



Thursday Afternoon – Session III

October 24, 2019 | 3:00pm – 4:30pm

T13: The Empowerment Project: Team Human

Level: Analysis & In-Depth Application

Lisa Guerrero | Positive Spin, LLC./Community College of Vermont

Team Human promotes the value of early childhood by giving members of the field an opportunity to identify and celebrate the essential skills, attributes, strengths and characteristics that they share with their communities. On a deeper level, the project supports the practice of self-reflection and the development of self-worth, while helping those involved reconnect with their sense of purpose. Perhaps most importantly, Team Human emphasizes the importance of coming together and highlights the collective power that we have to create positive social change for children and families.

Learning Objectives: Participants will develop their skills of leadership and advocacy by:

- 1) Articulating the individual and collective contribution that they make to their communities.
- 2) Analyzing the current realities that shape the context in which they do their work.
- 3) Discussing the skills, attributes, and strengths of the ECE workforce as they relate to creating change for children and families.

T16: Learning Leadership

Level: Essential Knowledge/Application

Laurel Bongiorno | Champlain College, Dean, Division of Education & Human Studies

Who influences your leadership? We will explore the work of Margaret Wheatley, Daniel Pink, Stephen Covey, Debra Sullivan and David Cooperrider and the potential impact these influencers have on us as early childhood leaders.

Learning Objectives: 1) Participants will examine multiple theories of leadership. 2) Participants will apply theories of leadership to their own leadership experience. 3) Participants will consider leadership strategies to add to their own leadership toolkit.





T.E.A.C.H. Early Childhood® VERMONT is a statewide scholarship program designed to help early childhood professionals working in regulated early childhood settings attain an Associate's degree in early childhood development while continuing their current employment. T.E.A.C.H. Early Childhood® VERMONT is more than a scholarship program; it is designed to address two major challenges in the early education and care field – low wages and high turnover. The scholarship helps increase compensation and the retention of skilled teachers.

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Don't forget to sign up for the VTAEYC Membership breakfast and meeting held 7:30-8:30am at Mount Snow Conference Center! Another great reason to become a member!

Thursday Mix and Mingle

October 24, 2019 | 4:30pm

*Please join us Thursday
afternoon for our annual
membership mix and mingle!*

**Mixer sponsored by
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Annual Fall Conference and Retreat sponsored by The Vermont Association for the Education of Young Children (VTAEYC), Vermont Head Start Association (VHSA), Bennington County Child Care Association (BCCCA) and Windham Early Childhood Educators Co-Op (WECEC) October 24, 25, 26 2019 | To register online visit vtaeyc.org | Registration deadlines: Early Bird - Friday, Sept. 13 / Regular -Wednesday, Oct. 16

Friday Morning – Session I

October 25, 2019 | 10:00am – 12:00pm

KEYNOTE PRESENTER SESSION

F1: Precious Connections: Connecting With Every Child to Meet Their Individual Needs

Level: Introduction/Overview

Dr. Rosemarie Allen | Associate Professor in the School of Education at Metropolitan State University of Denver and President and the CEO of Center for Equity and Justice

This keynote will provide strategies for connecting to the head and heart of every child using a racial equity lens. Information will be presented on implicit bias as a barrier to forming relationships with children and the use of culturally responsive practices to connect with each child, based on their individual way of being.



F2: Tiny Humans, Big Emotions: Responding to Children's Behavior to Build Emotional Intelligence

Level: Essential Knowledge/Application

Alyssa Blask Campbell | Seed & Sew LLC, Founder and Consultant

Let's separate social and emotional development in order to build the emotional development tools necessary to go beyond emotional regulation and through emotion processing. We will dive into the Collaborative Emotion Processing method, a guide for responding to children's emotions in order to build emotional intelligence starting in infancy.

Learning Objectives: 1) Identify the Phases of Emotion Processing. 2) Create a plan for moving from coping mechanisms to coping strategies in the classroom/work environment. 3) Describe the social challenges and identify the emotional root.

F3: Physical Movement and the Vermont Early Learning Standards

Level: Introduction & Overview

Ellen Drolette | Positive Spin, LLC.

This dynamic, interactive session will look at the relationship between Vermont's Early Learning Standards (VELS) and physical activity in early education programs. Participants will learn a variety of activities, discuss ways to adapt activities for different ages and abilities, and use the VELs to create intention when planning for physical movement. Participants should come ready to participate in comfortable clothing to play in. If weather permits, we will go outside. Prepare for laughter and fun!

Learning Objectives: 1) Articulate the basics of policy advocacy in Vermont and their role as leaders in their communities. 2) Participants will be able to identify multiple Vermont Early Learning Standards within each physical activity or game including literacy, science and other cross curricular standards. 3) Participants will experiment with different activities and discuss alternatives for ages and abilities. 4) Participants will immediately apply knowledge with hands on activities.

Friday Morning – Session I

October 25, 2019 | 10:00am – 12:00pm

F4: Creating Culture and Community by Providing Access to Language & Visual Learning

Level: Analysis & In-Depth Application

Jennifer Olson | Mentor Teacher, UVM Campus Children's school

When a deaf preschooler joined a new classroom community of hearing peers and teachers, their journey to become a bilingual classroom (English & American Sign Language) sparked questions about how having access to language supports participating in culture. This story will be shared as an impetus for discussion of how preschool teachers can create language rich environments through the use of visual learning. Participants in this workshop will also reflect on potential implicit biases about communication and curriculum instruction and explore ideas for how educators can support the development of cultural competence in the classroom and beyond.

Learning Objectives: 1) Participants will consider the role of language in accessing (classroom) culture in a preschool context. 2) Participants will identify elements of curriculum that can be enhanced through visually based learning. 3) Participants will analyze the role of the teacher in a learning community's development of cultural competence.

F5: How They Do It: What Regard for Child Perspectives and Concept Development Look Like in Pre-K Classrooms Inspired by CLASS

Level: Analysis & In-Depth Application

Ann Dilenbeck | Mary Johnson Children's Center, STARS Assessor

This session draws on the creative ways teachers support children's leadership and autonomy, as well as their analytic and reasoning skills. As STARS Assessors travel Vermont, they observe teachers intentionally facilitating children's emotional and cognitive development. Regard for Child Perspectives and Concept Development, two dimensions of the Classroom Assessment Scoring System (CLASS), often play a key role in their approach. The children in their classrooms help lead lessons, conduct experiments to answer intriguing questions, try to do things on their own before asking for help, and think deeply as they play. Come hear about the effective strategies STARS Assessors have seen in Vermont classroom.

Learning Objectives: 1) Participants will define Regard for Child Perspectives and Concept Development and locate them within the Pre-K CLASS framework. 2) After reviewing Vermont classroom scenarios, participants will name the CLASS strategies teachers used and describe the children's responses. 3) Focusing on routines or activities in their own classrooms, participants will work in small groups to identify ways to increase Regard for Child Perspectives and Concept Development.



Friday Morning – Session I

October 25, 2019 | 10:00am – 12:00pm

F6: Supporting Early Literacy Development

Level: Essential Knowledge/Application

Aricha Gilpatrick Drury | Child Care Resource, Early Care Consultant

How do we offer the most effective early literacy practices in the early childhood setting? How can we use our everyday activities to best promote essential early literacy skills for each and every child? Through modeling, hands-on activities, and discussions we will learn about what research says are the most important things we can do to promote early literacy skills and practice ways to implement these strategies every day into our work with young children.

Learning Objectives: 1) Participants will identify strategies for promoting early literacy skills through read-alouds. 2) Participants will practice strategies for intentional vocabulary building in the classroom. 3) Participants will plan for specific actions to use in their classrooms to build vocabulary and early literacy.

F7: Understanding Adverse Childhood Experiences – How Trauma Impacts Development

Level: Essential Knowledge/Application

Katie Aiken | United Counseling Service, Youth and Family Services Program Manager

The presentation will focus on sharing the science behind ACE's and why it matters. Explanations of the impact of our own childhood stress on brain development, the multiple forms of our childhood stress and its impact on anyone who encounters childhood stress, as well as resiliency and how to shift the dynamics within our family, community, and society will be presented. Protective systems will be presented in a manner that will help to improve health and well being across the lifespan. Participants will walk away with new ways of thinking, compassions, hope and a motivation to act.

Learning Objectives: 1) Participants will be able to identify specific impacts from early childhood exposure on the brain. 2) Participants will be able to identify the core competencies needed for children to be able to build resilience. 3) Participants will work collaboratively to design strategies for ensuring a trauma sensitive environment.

F8: Deepening Connections with Families

Level: Essential Knowledge/Application

Vicky Senni | Turtle Island Children's Center in Montpelier

Undeniably, challenges can arise in working with families whose backgrounds differ from our own. This workshop is intended to give participants the tools to see every family as unique, respectfully navigate our differences, and find ways to connect our commonalities. We will explore the themes of equity, inclusion, implicit bias, and culturally-responsive practice. Participants will come away from this workshop with a broadened definition of "diversity," the understanding that diversity is found in all of our communities, and new strategies to embrace diversity in the field of early childhood education and care.

Learning Objectives: 1) Participants will be able to identify components of their own culture, examine implicit bias and where it comes from and examine how their culture influences interactions with families they serve.

Friday Morning – Session I

October 25, 2019 | 10:00am – 12:00pm

F9: Advocating for Vermont’s Early Childhood Workforce: How Policy Can Support Your Career Development

Level: Essential Knowledge/Application

Matt Levin and Anna Gebhardt | The Vermont Early Childhood Advocacy Alliance and Let’s Grow Kids

Policy advocacy is a powerful tool for early childhood educators! Let’s work together to ensure that their important work is publicly valued and supported. This workshop will review Vermont’s recent legislative actions to support ECE professionals, strengthen an understanding of legislative processes (bills and budgets) that early educators can weigh in on, support learning from each other whether you are new to advocacy or have had years of experience advocating, develop compelling stories to use as an advocacy tool, and support individuals to develop advocacy plans that work for their lives and careers. Participants will join a statewide network of skilled, motivated advocates working together to ensure that Early Childhood Educators are valued and supported for their critical contribution to Vermont’s children, families, communities and future workforce!

Learning Objectives: 1) Understand their role in policy change for the ECE workforce. 2) Articulate which policy actions will support their work and the ECE profession. 3) Practice how to talk to legislators about the importance of supporting the ECE workforce. 4) Develop plan for how they can integrate advocacy into their work and life.

F10: Reducing Suspension and Expulsion by Practicing Inclusion

Level: Introduction/Overview

Jackie Sprague | Consultant

This workshop will build awareness of our own biases that impact children’s success in programs and schools by practicing meaningful inclusion in a way that positively impacts the experiences of all children.

Learning Objectives: 1) Participants will build awareness and understanding of our own implicit biases. 2) Participants will identify ways to reduce suspension and expulsion and promote belonging in early childhood settings. 3) Participants will learn strategies for cultivating a sense of belonging and practicing meaningful inclusion.



Join Us At Lunch!



The Let's Grow Kids Early Educator of the Year Award Ceremony at the VTAEYC Conference 2019

To recognize excellence in the teaching of Vermont's young children, Let's Grow Kids created the annual Early Educator of the Year Award. This year, Let's Grow Kids accepted nominations for an outstanding home-based childcare professional who has demonstrated a commitment to quality early childhood education. Please join us for the award ceremony to honor and recognize the two award finalists and find out which one will receive the 2019 Early Educator of the Year Award.

“Besides parents, early educators are a child's first teacher...We want to recognize those who go above and beyond to positively impact the lives of Vermont's children.”

—Rick Davis, president and co-founder of Let's Grow Kids





HIGH FIVE!

**to the 2019 Early Educator of the Year:
Meri Carpenter-Saladino**

Meri was chosen by a committee of leaders in early education and child development **for going above and beyond** to positively impact the lives of children and provide outstanding quality in early education through her work as the owner of My Second Home, a licensed family child care home in Bradford, VT.

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Friday Afternoon – Combined Sessions II & III

October 25, 2019 | 1:15pm – 4:30pm

Please Note:

Choosing workshop F11, F13, F15, or F19 will satisfy your selection for both time slots on Friday afternoon.

F11: Tinkering

Level: Introduction/Overview

Robin Ploof | Champlain College, Program Director/Faculty Member

Tinkering is about exploration, investigation, and making. Then reflecting and iterating. Closely related to stem. Or steam. Tinkering is a fun engaging and valuable means of doing what scientists do. I strongly believe that tinkering and making are ways to bring play into our classrooms and into our practice. Come to this hands-on-workshop to tinker!

Learning Objectives: 1) Participants will be introduced to the model and concept of tinkering. 2) Participants will identify how STEM or STEAM learning is supported by tinkering. 3) Participants will practice tinkering and analyze how to incorporate it into their classroom/environment/practice.

F13: The Power of Appreciative Inquiry in Early Care and Learning Programs

Level: Essential Knowledge/Application

Ellen Drolette | Positive Spin, LLC.

Appreciative Inquiry (AI) is a positive change management approach that focuses on identifying what is working well, analyzing why it is working well and then doing more of it. The basic tenet of AI is that organizations, programs and individuals will grow in whichever direction that people focus their attention. Participants of this training will learn the AI principles and the 4-D model, and through questions, storytelling and continuous dialogue they will design strategies for creating a program culture that values open and curious mindsets.

Learning Objectives: 1) Participants will be able to define appreciative inquiry as a positive change management approach. 2) Participants will be able to shift their analysis to what is working well in their programs. 3) Participants will be able to apply the AI principles to their everyday life.

F15: Never Too Early-We All Belong; Supporting a Culturally Responsive Classroom through Literature

Level: Essential Knowledge/Application

Jill Voelz Koppers | Orange East Supervisory Union, Early Childhood Special Educator and Early MTSS Coach

Children's books continue to be an invaluable source of information and values. They reflect attitudes in our society about diversity, relationships, and identities and have the ability to influence our sense of self, family pride, and positive social connections. Vermont Humanities Council is pleased to present this workshop focusing on utilizing quality children's literature to help promote and enhance culturally responsive classroom practices. Participants will explore strategies for choosing and reading books and receive five quality children's books to take back and share with their students.

Learning Objectives: 1) Participants will identify themes of diversity, equity, and cultural competence in children's literature. 2) Participants will practice reading and using quality literature to support culturally responsive practices. 3) Participants will design effective strategies for promoting awareness and inclusion of diverse children and families through literature.

Friday Afternoon – Combined Sessions II & III

October 25, 2019 | 1:15pm – 4:30pm

F19: I Screen, You Screen, We all Screen! Intentionally Supporting Every Child's Optimal Development Using the Ages and Stages Questionnaires

Level: Essential Knowledge/Application

Lauren Smith | Vermont Department of Health, Help Me Grow Coordinator

This session is focused on the provider new to developmental screenings. Come ready to explore the Ages and Stages-3 developmental screening tools (ASQ-3 and ASQ:SE2) and leave the workshop having received training in how to administer the tool, incorporate it into your program practices, and use the developmental screening registry to communicate results with the child's health team. Presented by Ages and Stages© certified instructors, this workshop will describe the why we screen, the vital role that early care and education providers play in Vermont's system to promote optimal development across settings. While appropriate for every provider, this training also meets the criteria for Advanced Specialized Care. Leave the workshop with the skills needed to implement developmental monitoring, screening, and information sharing through the developmental registry in their programs. Ages and Stages is a validated and respected developmental screener for children 1 month to 5.5 years.

Learning Objectives: 1) Explain the value of both developmental screening vs developmental monitoring/surveillance. 2) Recognize their role in Vermont's system to ensure equitable and intentional support for each and every child to improve health and educational outcomes. 3) Describe the process of participating in our state's developmental screening registry to improve communication and collaboration across settings



Friday Afternoon – Session II

October 25, 2019 | 1:15pm – 2:45pm

F12: Intergenerational Learning: Reflecting on the Guilding of Relationships Among Young Children & the Elderly

Level: Introduction/Overview

Dawn St. Amour | University of Vermont's Campus Children's School, Mentor Teacher

In this workshop the presenters will share images and reflections from their visits to the Residence at Quarry Hill. Over the past year weekly visits between 2-5 year old age children have examined the concept of “intergenerational solidarity” and considered how to connect and engage with this generation of elders. During these visits teachers have remained interested in observing what the encounters between the two generations look like, what materials spark and sustain engagement and support conversations, and what effect does their familiarity with one another have over time? Through these interactions, teachers have found this quote from the Presbyterian Senior Living blog, 5/14/15 “Through interaction and positive relationship building, intergenerational programming can be used as a means to unite two generations that are on complete opposite ends of the cultural spectrum.”

Learning Objectives: 1) Ideas for working with people in the community, especially elderly populations. 2) Learning one approach for developing and documenting the process of an intergenerational exchange. 3) Breaking down intergenerational stereotypes and bringing different generations closer. 4) Examining ways to expand the circle of people that your children interact within the community where you are.

F14: Planning Routines That Support All Children

Level: Essential Knowledge/Application

Cathy Siggins | Educational consultant

Part one of this training for preschool and toddler teachers will review the importance of providing all children with consistent and predictable routines that are grounded in responsive relationships, and examine the ways that factors such as temperament, trauma or anxiety can affect children and their ability to manage routines. Participants will have the opportunity to reflect on their own practices and consider adaptations and strategies that would help to support and include all children. Part two will explore identifying adaptations to activities and learning experiences to support participation and inclusion of children who experience anxiety or other emotional challenges.

Learning Objectives: 1) Participants will review the role of responsive relationships in promoting healthy development in young children. 2) Participants will develop their understanding of how consistent and predictable routines support all children and identify specific planning and teaching strategies to develop and maintain these routines. 3) Participants will also become familiar with the impact of trauma, anxiety and/or temperament on children and how routines can be adapted to meet different needs.



Friday Afternoon – Session II

October 25, 2019 | 1:15pm – 2:45pm

F16: Power to the Profession – A National Movement & Views from Vermont

Level: Essential Knowledge/Application

Vermont Early Educators

Where is the early childhood education workforce headed? If the status quo is no longer working, what might the future look like? What would it take for us become recognized as part of a national profession, to achieve greater respect and higher compensation? How can we shape the answers to these important questions?

This workshop will include a) an update on recommendations from NAEYC's Power to the Profession initiative, b) the results of VTAEYC's workforce engagement project over the past year, and c) a description of next steps in this Vermont project. Come join your colleagues in a discussion about profession, compensation, workforce empowerment, and the future of the early childhood education workforce.

Learning Objectives: 1) Participants will understand how a profession is defined and the advantages of a national profession. 2) Participants will understand NAEYC's Power to the Profession recommendations for advancing as a recognized profession. 3) Participants will understand VTAEYC's ongoing workforce engagement efforts, including the importance of their leadership and involvement.

F17: Transforming the Early Childhood Classroom: Culturally Relevant Pedagogy and Anti-Bias Practices

Level: Essential Knowledge/Application

Nancy Steeley | M.Ed

From a young age, children are curious, ask questions, and try to make sense of the world. Even our smallest children are picking up on societal norms and developing prejudice and biases. It is critical that early childhood educators are equipped with the tools and knowledge to teach children about love, respect, and acceptance, rather than reinforce hate and prejudice. This workshop will analyze how having an anti-bias approach in early childhood curriculum, classrooms, libraries, and conversations can greatly impact our youth and society. During this workshop, early childhood educators will engage in discussions around culturally relevant pedagogy and anti-bias practices. Educators will be challenged to think about their implicit biases and how that impacts the learning and development of young children. This workshop will provide interactive activities for teachers, as well as classroom activities and ideas for students.

Learning Objectives: 1) Participants will examine culturally relevant pedagogy and anti-bias practices as a framework for creating equitable early childhood learning environments. 2) Participants will analyze culturally relevant classroom materials and create appropriate learning opportunities for young children.



Friday Afternoon – Session II

October 25, 2019 | 1:15pm – 2:45pm

F18: Balancing Skills and Expectations: The Emotional and Behavioral Support Domain in the Toddler CLASS

Level: Essential Knowledge/Application

Ann Dillenbeck | Mary Johnson Children's Center,
STARS Assessor

Toddler teachers perform an astounding balancing act each day! They celebrate the children's emerging skills while recognizing their limitations, until the expectations the teachers have for the children are j-u-s-t right. It's easy to err on the side of high expectations before the skills are in place, or to assume toddlers are less competent than they are. What interactions does the Toddler Classroom Assessment Scoring System (CLASS) regard as effective? This session relies on video and picture scenarios to demonstrate responsive teaching and appropriate behavior guidance with children ages 15 to 36 months. Come find your footing with children seeking both autonomy and connection, right now!

Learning Objectives: 1) Participants will define Regard for Child Perspectives and Concept Development and locate them within the Pre-K CLASS framework. 2) After reviewing Vermont classroom scenarios, participants will name the CLASS strategies teachers used and describe the children's responses. 3) Focusing on routines or activities in their own classrooms, participants will work in small groups to identify ways to increase Regard for Child Perspectives and Concept Development.



Friday Afternoon – Session III

October 25, 2019 | 3:00pm – 4:30pm

F20: Inclusive Arts Open Studio

Level: Introduction/Overview

Alexandra Turner | VSA Vermont, Inclusive Arts Specialist

In this hands-on open-studio workshop, participants will explore a variety of inclusive, open-ended arts experiences designed for the early childhood setting. Participants will be invited to explore, make and reflect using a variety of tools, techniques, materials and approaches designed to ensure all learners in the classroom can access the power of creative process.

Learning Objectives: 1) Participants will explore a variety of open-ended, accessible arts materials in a art-making experience. 2) Participants will interpret attitudes and approaches to facilitate inclusive arts experiences for young children. 3) Participants will identify tools, materials and techniques to ensure arts experiences are accessible to all learners.

F21: STEM Dispositions with Infants and Toddlers

Level: Introduction/Overview

Cecelia Puleio | UVM Campus Children's School, Mentor Teacher

In this workshop participants will observe various examples of curricular-based support for STEM dispositions and discuss additional strategies to support this domain for young learners. Conversation will focus on, but not be limited to an infant/toddler context. STEM dispositions will be defined and discussed, drawing on real life examples offered from participants.

Learning Objectives: 1) Participants will be able to name and describe STEM dispositions. 2) Participants will identify the value of fostering STEM dispositions in young learners. 3) Participants will gain strategies to develop curriculum supporting STEM dispositions for young learners. 4) Participants will align VELs standards with STEM dispositions.

F22: Integrating Complex Conversations About Race Into the Classroom

Level: Essential Knowledge/Application

Traci Molloy | Artist and Education Activist

This workshop will begin with a discussion of topics related to race and the inherent biases we have based on how we were taught and where we grew up. Vermont is a fairly homogenous state, so difficult conversations around race are often rare and uncomfortable to broach. In order to discuss race with students, educators need to recognize and become comfortable with their own biases. From here, I will lead a short PowerPoint presentation on historical moments, tying in issues related to U.S. Slave Trade, Segregation, Emmett Till's murder, the Civil Rights Movement to Black Lives Matter and police brutality. I will use contemporary art made by artists such as Faith Ringgold, Hank Willis Thomas, Kara Walker, and Willie Cole to help illustrate the connections. I will then introduce a hands-on art project, utilizing Dr. King's final speech, I've Been to the Mountaintop. This is a collective art project (each person will make one component and when the piece is completed, the piece will be assembled as a finished series). In this case, the participants will be visually interpreting/illustrating excerpts of King's final speech. Upon completion, the finished images would be displayed sequentially (like the pages in a book), functioning as a series of illustrations depicting King's last public words. The project can be recreated in the respective educator's classrooms during the school year. After the hands-on component is completed and discussed, we will circle back to conversations about race and how to better integrate different perspectives for learning in the classroom.

Learning Objectives: 1) Educators will have a better understanding on how to talk about sensitive contemporary issues related to race, specifically Black Lives Matters concerns and topics related to institutional racism. The topics will be framed historically/draw connection contextually to the Transatlantic Slave Trade, Segregation and Jim Crow Laws, and the Civil Rights Movement. 2) Educators will have a lesson plan and experience completing a hands-on workshop, utilizing basic art skills/techniques that can be used within their classroom. This workshop will be designed for Elementary Educators (3-6 grade). It can be easily modified for middle and high school levels. 3) The workshop will connect cross-disciplinary themes related to social studies/U.S. history, art, racial discrimination, and critical thinking.

Friday Afternoon – Session III

October 25, 2019 | 3:00pm – 4:30pm

F23: Introduction to Numeracy Development for Early Childhood Educators

Level: Introduction/Overview

Robin A. Gossels | The Tobin Children's School, Preschool/PreK Coordinator & Lead Teacher

This workshop offers participants an insight into why numeracy development is lacking in the early education settings and what they can do to increase numeracy learning for the children in their care. The time allows participants to learn what the research shows, engage in active discussion and contribute ideas during hands on numeracy exploration. The wrap up includes brainstorming for parent involvement as well as time for questions/comments.

Learning Objectives: 1) Address research findings highlighting the limited focus on numeracy development in the early education setting. 2) Provide information and ideas to support increased numeracy experiences in the early learning environment through hands on activities. 3) Parent education to support their ability to offer their child increased exposure to numeracy activities in the home environment.

F24: Getting Credit For What You Know: Prior Learning Assessment in the Vermont State Colleges System

Level: Introduction/Overview

Melissa Bessette DeBlois & Adri Taylo-Behrman | Northern Lights at CCV

For more than 40 years, the Vermont State Colleges System has been helping adults get college credit for their on-the-job learning. Now more than ever, Early Childhood Education professionals are accessing these resources to save time and money. Attend this session to learn about the options, hear testimonials from colleagues in the field who have made use of these options, and start the brainstorming process to see how your prior learning aligns with college-level coursework.

Learning Objectives: 1) Participants will identify the options available for Prior Learning Assessment through Vermont State Colleges. 2) Participants will begin to analyze how their prior learning aligns with college-level coursework.



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Annual Fall Conference and Retreat sponsored by The Vermont Association for the Education of Young Children (VTAEYC), Vermont Head Start Association (VHSA), Bennington County Child Care Association (BCCCA) and Windham Early Childhood Educators Co-Op (WECEC) October 24, 25, 26 2019 | To register online visit vtaeyc.org | Registration deadlines: Early Bird - Friday, Sept. 13 / Regular - Wednesday, Oct. 16

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Saturday – Keynote Session

October 26, 2019 | Full Day Offering

KEYNOTE SESSION

The Ultimate Bargain: Free Inclusion Resources That Are Also Really Good

Level: Introduction/Overview, Essential Knowledge/ Application

Camille Catlett | Educator, Author, Consultant

Come discover rich resources that can help professionals and families to support the full participation of each young child. We'll explore high quality, no-cost resources that include activities, evidence-sources, videos, websites, listservs, modules, and landing pads. Handouts will include diverse examples that can be helpful in many settings and applications. This session will feature an engaging combination of presentation and demonstrations of both what's available and how to use it..

Learning Objectives: 1) Participants will know where to find free, high quality free resources that support inclusion. 2) Participants will have ongoing access to free, high-quality resources to support development in each domain of the VELs.



FEATURED FULL DAY STRAND - MEETING THE NEEDS OF ALL CHILDREN

October 26, 2019 | ALL DAY SESSION: 10-noon, 1:15-2:45pm & 3:00-4:00pm

Each session can also be taken separately

S1: Practice, Practice! How to Successfully Support Students with Disabilities Through Play

Level: Introduction/Overview

Beth Peloquin | Pelican EC Consulting, Early Childhood Special Educator

This session will focus on sharing Evidence Based Frameworks and High Leverage Practices (such as Pyramid Model, DEC Recommended Practices, and NAEYC Developmentally Appropriate Practice) and providing participants with resources and examples of how to put these ideas into practice in their programs.

Learning Objectives: 1) Participants will know where to find Evidence Based Practice resources. 2) Participants will learn several strategies based on EBP's and where to find more examples of practice strategies online.

S11: From Possible to Powerful: Putting Best Practices into Practice

Level: Introduction/Overview

Beth Peloquin | Pelican EC Consulting, Early Childhood Special Educator

This session will focus on sharing Evidence Based Frameworks and High Leverage Practices (such as Pyramid Model, DEC Recommended Practices, and NAEYC Developmentally Appropriate Practice) and providing participants with resources and examples of how to put these ideas into practice in their programs.

Learning Objectives: 1) Participants will know where to find Evidence Based Practice resources. 2) Participants will learn several strategies based on EBP's and where to find more examples of practice strategies online.

S18: The Ultimate Bargain: Free Inclusion Resources That Are Also Really Good

Level: Essential Knowledge/Application

Camille Catlett | Educator, Author, Consultant

Come discover rich resources that can help professionals and families to support the full participation of each young child. We'll explore high quality, no-cost resources that include activities, evidence-sources, videos, websites, listservs, modules, and landing pads. Handouts will include diverse examples that can be helpful in many settings and applications. This session will feature an engaging combination of presentation and demonstrations of both what's available and how to use it.

Learning Objectives: 1) Participants will know where to find free, high quality free resources that support inclusion. 2) Participants will have ongoing access to free, high-quality resources to support development in each domain of the VELs.



FEATURED FULL DAY SESSION

October 26, 2019 | ALL DAY SESSION: 10-noon, 1:15-2:45pm & 3:00-4:00pm

S2: Growing Outdoor Classrooms

Level: Essential Knowledge/ Application

April Zajko | April's Teaching Tree, Early Childhood Educator

Are you ready to transform your current outdoor space but are not sure where to begin? Join us to explore simple ways to organize your outdoor learning area to foster growth and development for all ages from birth to tween. Learn how several other Vermont child care centers have created affordable outdoor classrooms and have optimized potential learning areas for all seasons. We will examine how the planning and designing phase of can help programs foster a full range of children's play including dramatic play, gross motor, small world play, art, loose part exploration, music & movement, construction, and science & nature. Be inspired through photographs from a wide range of programs with practical and cost-effective ways that you will be able to implement right away! Outdoor classrooms offer developmentally appropriate learning activities that meet the needs of each and every child!

Learning Objectives: 1) Participants will learn about the Engineering Design Process as an instructional model for all aged children in the outdoor classroom. 2) Participants will discuss ways to utilize the planning and designing phase in order to optimize the potential of learning areas outdoors. 3) Participants will explore basic elements of child development in the context of how to create learning environments that inspire active play for all ages served in child care from birth to tween. 4) Participants will learn the benefits of outdoor play for the holistic development of children in all domains of learning: cognitive, physical, social, emotional, and language. 5) Participants will examine ways to use the outdoors as an instructional tool for learning activities in all content areas ~ math, science, literacy, gross motor, and art.



Saturday Morning – Session I

October 26, 2019 | 10:00am – 12:00pm

S3: Supporting STEM Learning in the Early Years

Level: Essential Knowledge/Application

Elizabeth Nukols | ECHO Leahy Center for Lake Champlain, Youth Programs Manager

Building a STEM literate workforce able to tackle complex real world problems is more important than ever as we work towards a better and more sustainable future for all. STEM learning starts early and STEM attitudes form early. This workshop will help early educators think about ways to support STEM learning in their classroom in ways that connect to the Vermont Early Learning Standards and naturally supports all types of learners.

Learning Objectives: 1) Participants will increase awareness of how engineering can support the four core areas of child development. 2) Participants will improve facilitation techniques for supporting engineering practices among all children. 3) Participants will increase their ability to design high-quality engineering activities for early learners.

S4: Helping Children Develop Healthy Sleep Patterns

Level: Essential Knowledge/Application

Scott Noyes | Empowering Programs

The results of children not getting enough sleep are astonishing. Sleep deprivation can have serious effects on physical health and mental impairments. Inadequate rest impairs our ability to think, handle stress, maintain a healthy immune system and moderate our emotions. The loss of one hour of sleep for a child each night is equivalent to two years of cognitive maturation and development. In addition, sleep-deprived people fail to recall pleasant memories yet recall gloomy memories just fine. This presentation will review the facts about the importance of sleep and how to help children establish and maintain healthy sleep habits.

Learning Objectives: 1) Learn about the effects of sleep deprivation in various child development domains including physical, emotional and mental health. 2) Review strategies that help children establish and maintain healthy sleep habits.



Saturday Morning – Session I

October 26, 2019 | 10:00am – 12:00pm

S5: Emergent Curriculum and the Process of as a Cycle of Inquiry

Level: Essential knowledge/Application

Barbara Burrington | UVM Campus Children's School, Director

The presenter will use a number of stories from preschool classrooms to illustrate how teachers can observe, record and collect children's artifacts in order to plan responsive experiences and make adaptations to the classroom environment based on a "cycle of inquiry" that supports emergent curriculum development and teachers as action researchers.

Learning Objectives:

Participants will understand the Cycle of Inquiry as a process: 1) By engaging students through the creation of new ideas, and new ideas which consequently reflected in curriculum planning; including thoughtful consideration of the environment and relationships. 2) Through a variety of visible choices, based on the children's interests, skills and needs. 3) Through a mechanism for reflective practice, that includes taking time to reflect and act on their observations of children.

S6: When to Play and When to Get Out of the Way

Level: Introduction/Overview

Peg Oliveira, PhD | Gesell Institute of Child Development, Executive Director

Not all play is created equal. While unfettered exploration is essential to allowing children to grow important skills, so is adult-directed guidance and scaffolding. Research suggests four categories defining the intersect of adult directed or initiated play and child directed or initiated play: 1) Free Play 2) Guided Play 3) Co-opted Play 4) Direct Instruction. In this workshop we unpack the difference in play depending on the level and kind of adult involvement. Importantly, we will consider when adult initiated play is helpful to learning, and when it's time for adults to step back.

Learning Objectives: 1) Participants will be able to identify Types of Play and the purpose of each. 2) Participants will know how to identify when to initiate play and when to allow the child to initiate play, as well as when to engage in play direction or redirection and when to allow the child to direct they play, all depending on learning outcomes. 3) Participants will demonstrate ability to match learning outcomes with their own decision to engage in play and actions to take to direct children toward learning outcomes.



Saturday Morning – Session II

October 26, 2019 | 10:00am – 12:00pm

S7: Using Trauma Informed Practices to Support our own Flourishing and Well-being

Level: Introduction/Overview

Robin Ploof | Champlain College, Program Director and Faculty Member

Working with trauma impacted children and families can knock our own lives out of balance. How can we use trauma informed practices to help ourselves as we deal with trauma, secondary trauma, and compassion fatigue on a daily basis? Come reflect and engage and leave with some strategies for your own self-care.

Learning Objectives: 1) Participants will analyze the impact dealing with trauma has on their own lives. 2) Participants will engage in using trauma informed practices to support their well-being. 3) Participants will leave with a collection of resources and strategies for self-care.

S8: Inclusive Arts Open Studio

Level: Introduction/Overview

Alexandra Turner | VSA Vermont, Inclusive Arts Specialist

In this hands-on open-studio workshop, participants will explore a variety of inclusive, open-ended arts experiences designed for the early childhood setting. Participants will be invited to explore, make and reflect using a variety of tools, techniques, materials and approaches designed to ensure all learners in the classroom can access the power of creative process.

Learning Objectives: 1) Participants will explore a variety of open-ended, accessible arts materials in a collaborative art-making experience. 2) Participants will interpret attitudes and approaches to facilitate inclusive arts experiences for young children. 3) Participants will identify tools, materials and techniques to ensure arts experiences are accessible to all learners.

S9: Introduction & Overview of Building Blocks for Literacy©

Level: Essential knowledge & application

Sandra Cameron | Stern Center for Language and Learning, Early Learning Director

This workshop will lead participants through the exploration of language development and its application to early literacy development. Applicants will practice strategies that can be implemented immediately.

Learning Objectives: 1) Participants will analyze the components of language development. 2) Participants will align language development stages with Vermont Early Learning Standards. 3) Participants will actively demonstrate strategies to promote vocabulary development through shared book reading.

S10: The FCCERS-R: Themes in Quality Care and Education for Children from Infancy through School Age in a Provider's Home

Level: Essential knowledge & application

Ann Dillenbeck | Mary Johnson Children's Center, STARS Assessor

How does the Family Child Care Environmental Rating Scale - Revised (FCCERS-R) consider quality in a program designed to meet the needs of children of various ages and abilities? How does it take into account the practical constraints of real life in a family child care setting? This session unpacks the FCCERS-R: what themes it prioritizes, why, and how providers can design their own plans for quality improvement.

Learning Objectives: 1) Participants will use FCCERS-R indicators to assess several program scenarios. 2) Participants will identify 5 wise FCCERS-R choices: materials or activities that simultaneously address more than one FCCERS-R indicator. 3) Considering feasibility and fit with their own professional philosophy, participants will write two program quality improvement goals for their own programs.

Saturday Afternoon – Combined Sessions II & III

October 26, 2019 | 1:15pm - 4:30pm

Please Note:

Choosing workshop S15, S16 or S17 will satisfy your selection for both time slots on Saturday afternoon.

S15: Exploring Family Cultures

Level: Essential Knowledge/Application

Aricha Gilpatrick Drury | Child Care Resource, Early Care Consultant

Each family has a unique culture and perspective that contributes to their values and beliefs about raising children. Sometimes our unconscious assumptions and biases get in the way of partnering with families in ways we may not recognize. The language we use may be unintentionally communicating our own stereotypes and negative messages about beliefs different from our own. Through this workshop, we will explore our own family culture, discuss the messages we may be giving children about their home culture, and discover ways to adjust our language and approach to support children and better partner with families, regardless of their culture.

Learning Objectives: 1) Participants will identify visible and invisible aspects of culture. 2) Participants will analyze their verbal and non-verbal responses to differences in order to identify hidden cultural biases and stereotypes. 3) Participants will develop strategies for supportive responses to cultural differences.

S16: Exploring Disability – What’s Your Dis/ability Story?

Level: Essential Knowledge/Application

Alexandra Turner | VSA Vermont, Inclusive Arts Specialist

This workshop builds and deepens foundations of disability awareness and understanding. Through a series of experiential exercises, creative expression, self-reflection and group dialog, participants will be invited to explore and examine their individual narratives of dis/ability and the external influences that impact those narratives. Lived experience and

multiple ways of knowing are valued. Presenters are mindful about cultivating a supportive and non-judgmental learning environment with multiple ways for individuals to engage the learning objectives and share their discoveries with the learning community if they choose.

Learning Objectives: 1) Participants will develop or deepen understanding of how social messages and unconscious bias impact participants dis/ability attitudes, behaviors, and narrative. 2) Participants will increase awareness and knowledge of the nature of visible and invisible disabilities, conscious or unconscious assumptions, and ableism on the individual, group, and systems levels. 3) Participants will identify at least one ability-related norm or value that participants can recognize and question in their own work or practice.

S17: Incorporating Quality Tools Into Daily Workflow

Level: Essential Knowledge/Application

Tanya LaChapelle | Let’s Grow Kids, Community and Program Support Specialist

In this session participants will explore how observations, screenings, assessments and parent communication support teaching practices and build quality tools into daily practice.

Learning Objectives: 1) Participants will identify several quality tools including Ages and Stages Questionnaire, the Developmental. 2) Screening Registry, Teaching Strategies Gold, Vermont Early Learning Standards, and Parent Conference forms. 3) Participants will explore the differences between a screening and an assessment. Participants will build a tool kit and plan for incorporating quality tools into daily practice.

Saturday Afternoon – Session II

October 26, 2019 | 1:15pm – 2:45pm

S12: Setting Boundaries in Early Childhood Education

Level: Essential Knowledge/Application

Sherry L. Boudro | Creative Learning Childcare & Preschool Windsor VT, Early Childhood Family Home teacher

Do you have a hard time setting boundaries? Do you say yes when you meant no? Do you find yourself doing something not because you want to, because you don't want to upset the other person? Setting boundaries requires shifting old thinking and old disempowering beliefs. It call us to take a look at our cultural conditioning. In this workshop you will gain a deeper knowledge to understand what are boundaries. Why they are important. What keeps us from setting and enforcing our boundaries. I will give you the tools and the time to practice the tools to identify boundaries, how to share them without being demanding, and enforce them without feeling guilty. You will learn to state your needs clearly, calmly, stating in a firm tone where you stand.

Learning Objectives: 1) The learner will learn to identify their needs through observation and self reflection. 2) The learner will learn observe nonjudgemental behaviors of others. 3) The learner will learn to give impact of other's behavior you or others. 4) The learner will learn to set the boundary. 5) The learner will learn to give consequences in the form of a choice not a demand.

S13: Unique Upcycled Curricular Materials and Books for Engaging School-Aged Children

Level: Essential Knowledge/Application

Dottie Ports | Retired Public School K-3 Teacher

Through presentation and demonstrations, workshop participants will experience how to fabricate creative and curricular materials and books from a variety of readily available upcyclable materials. These developmentally appropriate activities will enhance curricular content. The Workshop ideas can be easily and effectively implemented using reusable materials. Handouts (designed and written by the presenter) and door prizes (donated by Office Depot) will be provided.

Learning Objectives: 1) Participants will recognize that making curricular materials and books from upcycled materials can enhance all areas of the curriculum. 2) Participants will examine many different ways to use common upcyclable materials to design and create curricular materials and books.

S14: Honu Meets Kiyaya: The Journey That Led to My First Children's Story

Level: Introduction/Overview

Jennifer Cyr | Jennifer Cyr Family Child Care, Children's Author, Child Care Provider, Starting Points Leader

In this workshop, providers will hear my story, and the impact self care has had on my professional growth. We will explore what makes us feel energized and colorful in our work, be prepared to share! Small group work will support this process and participants will leave with a plan to achieve their chosen professional goals through self-care and connection with their passion.

Learning Objectives: 1) Participants will learn how self-care can impact the children and families in their care. 2) Participants will identify their professional passion. 3) Participants will create a self-care action plan to nurture their professional passion.

Saturday Afternoon – Session III

October 26, 2019 | 3:00pm – 4:30pm

S19: Intentionally Support Every Child's Social Emotional Development using the ASQ:SE2©

Level: Introduction and Overview

Lauren Smith | Vermont Department of Health, Help Me Grow Coordinator

The training provides an introduction to best practices around developmental monitoring and screening, an overview of administration methods of the Ages and Stages Questionnaire: Social Emotional 2nd ® edition, and an introduction to the Developmental Screening Registry.

Learning Objectives: 1) Describe how intentional support of every child's social emotional developmental improves health outcomes and strengthens families. 2) Be able to administer and interpret results of the ASQ:SE2 tool as part of a system for ongoing observation and communication with families and partners. 3) =Describe the importance and process of entering developmental screening results into the developmental screening registry.

S20: Power to the Profession - A National Movement & Views from Vermont

Level: Essential Knowledge/Application

Vermont Early Educators

Where is the early childhood education workforce headed? If the status quo is no longer working, what might the future look like? What would it take for us become recognized as part of a national profession, to achieve greater respect and higher compensation? How can we shape the answers to these important questions?

This workshop will include a) an update on recommendations from NAEYC's Power to the Profession initiative, b) the results of VTAEYC's workforce engagement project over the past year, and c) a description of next steps in this Vermont project. Come join your colleagues in a discussion about profession, compensation, workforce empowerment, and the future of the early childhood education workforce.

Learning Objectives: 1) Participants will understand how a profession is defined and the advantages of a national profession. 2) Participants will understand NAEYC's Power to the Profession recommendations for advancing as a recognized profession. 3) Participants will understand VTAEYC's ongoing workforce engagement efforts, including the importance of their leadership and involvement.



Saturday Afternoon – Session III

October 26, 2019 | 3:00pm – 4:30pm

S21 Promoting Physical Activity in Preschoolers: Introducing Kiddie CATs on the Move

Level: Introduction and Overview

Marissa Dennis and Allison Krasner B.S / UVM Clinical Psychology Graduate Students

Kiddie Children and Teachers (CATs) on the Move is a school-based, physical activity curriculum designed specifically for 3- to 5-year-olds. The core goal of Kiddie CATs on the Move is to assist children in completing 20 minutes of moderate-to-vigorous physical activity per session. The program also gives children an opportunity to learn and practice important gross motor skills, safety and cooperation during play, and to experience the cognitive and social-emotional benefits of regularly engaging in physical activity. The goal of this workshop is to introduce the Kiddie CATs on the Move program and highlight key program components, present research findings related to Kiddie CATs on the Move, and engage attendees in a live demonstration of the program. Information about opportunities to participate in our free, comprehensive Kiddie CATs on the Move curriculum training will be provided to attendees.

Learning Objectives: 1) Participants will describe the key components of the Kiddie CATs on the Move program (including how the program aligns with the Vermont Early Learning Standards [VELS]) and explain how it is inclusive to children with diverse abilities. 2) Participants will summarize the rationale behind studying the impacts of physical activity in preschoolers and review preliminary research findings related to the Kiddie CATs on the Move program. 3) Participants will engage in a demonstration of the Kiddie CATs on the Move program.

S22 Realizing the Most Benefit From Your www.SharedServicesVT.org Membership

Level: Essential Knowledge/Application

LouAnn Beninati | Director, Child Care Viability Strategies, Let's Grow Kids

Over 1300 Vermont ECE professionals have been approved to access SharedServicesVT.org. If are one of the many, make sure that you are getting the most out of your membership. We will dig deeply into all of the resources, templates, guidance and inspirations included in the web platform. Learn how to save time and develop best quality tools to support your high quality ECE classroom and program.

Learning Objectives: 1) Participants will be introduced to changes in format and resources that make the new www.SharedServicesVT.org more user and mobile device friendly. 2) Participants will Explore curriculum, business, policy, news and regulation resources, as well as discounts that support day to day program and classroom management. 3) Participants will Receive tips on best, everyday practice to enable members to receive optimum benefit from this free STARS bonus.



VTAEYC Annual Early Childhood Conference & Retreat

Mail In Registration Form

There is a \$10 processing fee for mailed in registrations.

Register online to avoid the \$10 processing fee and to know right away if you're enrolled in the workshops you want.

Register online any time before Friday, October 5th at www.VTAEYC.org

- ☐ I am a current VTAEYC member. My membership number is: _____
- ☐ I am a current Windham Early Childhood Co-op member.
- ☐ I am a current BCCCA member. My membership number is: _____
- ☐ I am not a current VTAEYC member of any of these organizations.

Name: _____

Title: _____

business affiliation: _____

address: _____

city/state/zip: _____

telephone (required): _____

email address (required): _____

Help us by indicating your BFIS Quality and Credential Account #: _____

In order to qualify for the VTAEYC member rate, you must have a valid membership number. Not yet a member? Go to www.naeyc.org, click on "membership" to join. You can receive a membership number right away.

Options:

- ☐ **Single-day rate** \$ _____
before September 13: VTAEYC member \$82, non-member \$133
after September 13: VTAEYC member \$102, non-member \$152
Student Rate: \$70
- ☐ **Two-day rate** \$ _____
before September 13: VTAEYC member \$137, non-member \$237
after September 13: VTAEYC member \$157, non-member \$257
Student Rate: \$125
- ☐ **Three-day rate** \$ _____
before September 13: VTAEYC member \$172, non-member \$322
after September 13: VTAEYC member \$192, non-member \$342
Student Rate: \$160
- ☐ **VTAEYC Annual Membership Breakfast and Meeting** \$ FREE
Friday October 25, 2019, 7:30-8:30am

Mail-in Processing Fee: \$10 per registrant \$ \$10.00

Avoid processing fee by registering online at www.vtaeyc.org

Enclose form, payment payable to the
Vermont Head Start Association and mail to:

VTAEYC
Attn: Sonja Raymond
145 Pine Haven Shores Road
Suite 2032
Shelburne, VT 05482

Enclosed total: \$ _____

Check #: _____

Registrations that are not accompanied by full payment will not be processed until payment is received (excluding school districts who submit a valid P.O.)

Please indicate your top 3 workshop choices for each time slot by listing the appropriate corresponding workshop number:

Thursday, October 24 – Session 1

1. _____
2. _____
3. _____

Thursday, October 24 – Session 2

1. _____
2. _____
3. _____

Thursday, October 24 – Session 3

1. _____
2. _____
3. _____

Friday, October 25 – Session 1

1. _____
2. _____
3. _____

Friday, October 25 – Session 2

1. _____
2. _____
3. _____

Friday, October 25 – Session 3

1. _____
2. _____
3. _____

Saturday, October 26 – Session 1

1. _____
2. _____
3. _____

Saturday, October 26 – Session 2

1. _____
2. _____
3. _____

Saturday, October 26 – Session 3

1. _____
2. _____
3. _____