

# morning sessions

## FAMILY CHILD CARE

### Words are Bigger Than ACTIONS!

*Juanita Smith, Harris Learning Center*

Create strong teacher-child interactions at the heart of high-quality early childhood classrooms. This session explores effective techniques for asking questions, extending conversations, and building meaningful interactions with children during play and daily routines. Participants will learn how to use open-ended questioning strategies to deepen thinking, scaffold children's language and problem-solving skills, and turn everyday routines into rich interaction opportunities.

## ADMINISTRATORS

### The Director's Mirror: Who Are You as a Leader Now?

*Staisha Hamilton DWS, MSM, LCAS*

When we consciously acknowledge and accept who we are and what we desire most in this world, we find that we can be more open, honest, and truthful. In this session, Staisha will guide participants through a time of reflection and discussion around their own leadership experiences and practices. Participants will create their own goals and leave with a renewed sense of purpose as a leader.

## TEACHERS - PLEASE CHOOSE ONLY 1 MORNING SESSION

### Formative Assessment: How To Make It Work for You!

*Starr Batts, Child Care Resources Inc.*

This training will define formative assessment and how it's used to collect data to track developmental progress. Participants will gather information on how to plan for each component of the day and extend stories to choice areas by creating intentional activities targeting specific skills. You will learn how to create, teach, assess, and plan, and how to make formative assessment work for you! (Ages 3-5)

### Use Your Words: How Our Words Impact Children

*Sharmice Alspaugh, Child Care Resources Inc.*

"Sticks and stones may break my bones, but words will never hurt me!" This phrase has been used for many years, but it spreads a false sentiment. Research has shown that the words we use in the classroom as early childhood professionals have lasting effects on a child's cognitive and social-emotional development. We often find ourselves reminding students to "use your words" or "only use kind words," but are we mindful of the words we're using? This training focuses on informing, reflecting, and providing strategies that support teachers in using intentional language and tones that support the healthy development of the students in their care. (Ages 2-5)

### Littles and Literacy: How to Incorporate Literacy with Our Littlest Learners

*Melissa McCall, Moving Little Minds*

Explore the foundations of early literacy and brain development for toddlers and 2-year-olds! Learn how to apply the six

key components of early literacy in young classrooms through simple, play-based strategies. Teachers will watch a literacy-packed lesson in action, discover the power of repetition, and gain practical tips for embracing repetition for this age group. Leave with the tools to create a literacy-rich environment that fosters learning through play, building a strong foundation for future reading success! (Ages 0-2)

### Introduction to the ECERS-3 and ITERS-3

*Meagan Porter, North Carolina Rated License Assessment Project, Environment Rating Scale 3rd Edition*

This training will focus on the third versions of the Environment Rating Scales. It will include basic terms and definitions, as well as detailed information about specific items and indicators. We'll also review examples of different ways programs can earn credit for various indicators. (Ages 0-5)

### Implementing a Research-Based, Developmentally Appropriate Curriculum

*Oladami Hart, Impact Elevation Group Inc.*

This session is designed to help educators bridge the gap between educational research and teaching practices. Participants will explore the essential components of a developmentally appropriate curriculum that honors the whole child. We'll examine the design of the learning environment and intentional teaching practices that stimulate all areas of development, early literacy skills, mathematics, and other content areas. The ultimate goal is to help educators shift from teacher-led instruction to a more child-centered approach of play-based learning. (Ages 0-5)

# afternoon sessions

## FAMILY CHILD CARE

### Introduction to the FCCERS-3

*Meagan Porter, North Carolina Rated License Assessment Project, Environment Rating Scale 3rd Edition*

This training will provide information about the Family Child Care Environment Rating Scale - Third Edition (FCCERS-3). It will include basic terms and definitions, as well as detailed information about specific items and indicators. We'll also review examples of different ways programs can earn credit for various indicators.

## ADMINISTRATORS

### Leadership In Action: Management vs. Leadership

*Glendale Meeks & Claire Council, Child Care Resources Inc.*

Have you ever heard the phrase, "Leaders do the right things; managers do things right?" Leadership is all about clarifying and affirming values, setting goals, articulating a vision, and charting a course of action to achieve that vision. Management is more about the orchestration of tasks and the establishment of systems, such as planning, budgeting, organizing, and staffing. This training will discuss how directors can balance the two sides and all the tasks that come with both leading and managing!

## TEACHERS - PLEASE CHOOSE ONLY 1 AFTERNOON SESSION

### Music Makes Sense

*Jessica McQuillen, Child Care Resources Inc.*

In this training, participants will explore the importance of responsive caregivers in fostering a young child's basic music competencies, identify strategies for using music to support classroom routines and classroom management, and explore the connection between music and the development of skills in multiple domains, including social-emotional, cognitive, and physical. (Ages 0-5)

### Easy as 1, 2, 3: Exploring Math and Math Concepts with Infants, Toddlers, and Twos

*Jennifer Kappas, Child Care Resources Inc.*

Math concepts are a natural part of our routines and activities throughout the day for both children and adults. Math refers to numbers and counting, but it also includes knowledge of shapes, patterns, measurement, and spatial sense. Infants, toddlers, and twos naturally explore these math concepts as they play. Within this session, we will explore how we adults can highlight math in children's everyday experiences through language and support. (Ages 0-2)

### Making Stories Come Alive

*Mary Katharyne Rizzo, Child Care Resources Inc.*

This early literacy workshop explores fun and engaging ways to bring story time to life! Participants will learn how using expressive voices, puppets, and music can capture children's attention and imagination and build language skills to make stories more interactive

and FUN! This hands-on session offers practical ideas that can be easily used in the classroom. (Ages 3-5)

### InterACT! Creating Lasting Interactions

*Juanita Smith, Harris Learning Center*

Create strong teacher-child interactions at the heart of high-quality early childhood classrooms. This session explores effective techniques for asking questions, extending conversations, and building meaningful interactions with children during play and daily routines. Participants will learn how to use open-ended questioning strategies to deepen thinking, scaffold children's language and problem-solving skills, and turn everyday routines into rich interaction opportunities. (Ages 3-5)

### Developmentally Appropriate Behaviors

*Tanisha Jones, Child Care Resources Inc.*

Children use many different kinds of behavior as they grow and test their skills. Some of these behaviors, although appropriate for their developmental age, are still very challenging for teachers. This session focuses on understanding when children can be expected to acquire certain social-emotional skills and guides participants toward understanding, respecting, and responding to developmentally appropriate behaviors. (Ages 0-5)