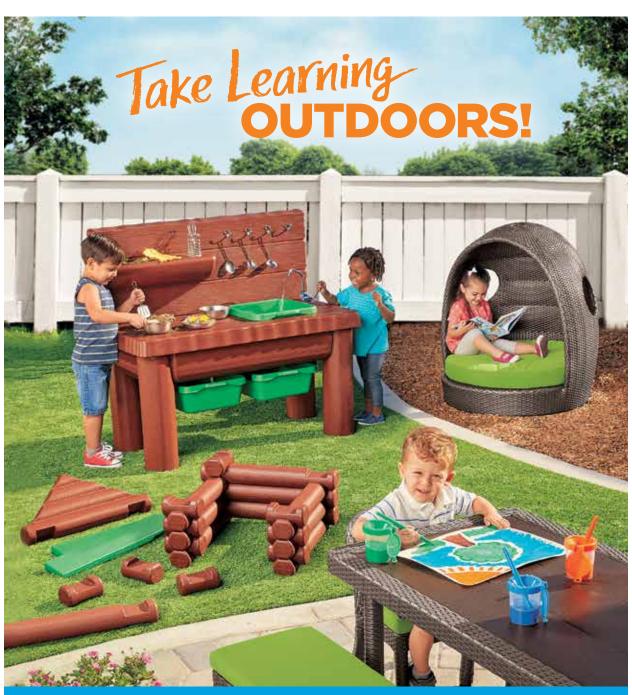


June 19-21, 2018



Early Childhood Summer Institute



CREATING THE ULTIMATE OUTDOOR CLASSROOM HAS NEVER BEEN EASIER!





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WELCOME

APRIL CRAWFORD

Dear friends and colleagues,

Welcome to Arlington! We are delighted to be back in North Texas.

This year Dr. Becky Bailey will kick off the Institute with her keynote, "Four Essential Readiness Ingredients Every Child Needs." She is also featured in our upcoming online course, *Connect with Me: Supporting Social & Emotional Development* for teachers of infants and toddlers, launching next month.



This course is part of a larger series (CIRCLE Infant & Toddler Teacher Training) that includes courses for supporting language and early literacy skills, as well as understanding developmental assessments. Courses in cognitive and physical development are also scheduled for release starting in the fall. Enroll for FREE in these and other courses at **cliengage.org**. If you live in the Dallas and Houston areas and are interested in participating in a pilot training program using these resources, please visit the CLI booth to learn more!

If you haven't heard, the Texas Workforce Registry is now FREE for all educators! The Registry is a fantastic tool for storing your training, education, and work history records for safekeeping. The Registry also helps you track your position on the Career Lattice and identify areas of professional development you may want to pursue. Learn more about the registry at **tecpds.org**.

We hope this year's Institute brings you new connections, fresh knowledge, valuable resources, and inspiring perspectives to your work. Have a great week!

Best regards,

April Crauff

April Crawford, Ph.D. Director of Strategic Initiatives and Program Implementation

WHAT WILL YOU BRING HOME FROM THE TSR INSTITUTE?

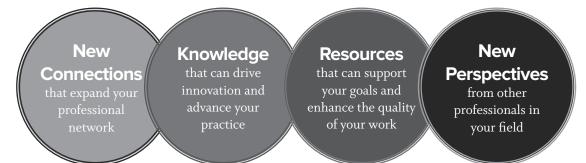


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- SCHEDULE OF EVENTS -

Early Childhood Summer Institute

MON	4:00pm–7:30pm	Registration Desk Open	
	7:00am-5:00pm	Registration Desk Open	_
	8:00-9:30am	Opening Keynote	
(A)	10:00-11:30am	Interest Session 1	Exhibit Hall Hours
SL	11:30am–1:00pm	Lunch on Your Own	
TUESDAY	1:00–2:30pm	Interest Session 2	TUES
	3:00-4:30pm	Interest Session 3	— 8ам-5рм
	8:00–10:00pm	5th Annual TSR Dance Party!	WED
Y	7:30am-5:00pm	Registration Desk Open	— •••ЕD — 8ам-5рм
WEDNESDAY	8:00-9:30am	Interest Session 4	
ES	10:00-11:30am	General Plenary	THURS
NC	11:30am–1:00pm	Lunch on Your Own	8ам-12рм
	1:00–2:30pm	Interest Session 5	
M	3:00–4:30pm	Interest Session 6	
SS	7:30am-12:00pm	Registration Desk Open	_
THURS	8:00-9:30am	Interest Session 7	_
TI	10:00–11:30am	Closing Keynote	_



Texas School Ready is a comprehensive preschool teacher training program that combines a research-based, state-adopted curriculum with ongoing professional development and progress monitoring tools. Teachers from child care centers, Head Start programs, and public school prekindergarten participate in TSR. Throughout the school year, teachers enrolled in TSR are provided tools to help them

learn more about the specific instructional needs of the children in their classrooms and how to support children using engaging lessons and activities. The new skills and techniques that teachers learn through TSR positively affect the classroom experience for children.

TSR is implemented by the State Center for Early Childhood Development at the Children's Learning Institute, University of Texas Health Science Center at Houston.





2018 TSR INSTITUTE LEADERSHIP COMMITTEE

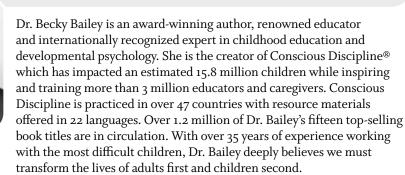
LaShonda Brown, Event Chair Linda Aston, Programming Reese-Anna Baker Cummins, Communications Aaron Carrara, Sponsorships & Exhibits Divon Collins, Programming Miguel Gallegos, Scholarships & Logistics Michael Gonzalez, Exhibits Jennifer Lindley, Programming & Communications

Kimberly Marchand, Communications Kim Kofron, Programming & Logistics Stephanie Sessions, Data Management Yingchu Velasquez, Finance Jasmine Wiggins, Programming

And a Special Thank You to TXAEYC Onsite Volunteers!

FEATURED SPEAKERS

BECKY BAILEY



AT THE INSTITUTE:

Four Essential Readiness Ingredients Every Child Needs Tuesday, 8–9:30 am Upset: The Key to Taking Responsibility Tuesday, 10–11:30 am



Opening

Kevnote

AT THE INSTITUTE:

From Coo to Code in the Baby's First Years: News from the Crib on Language Development

Thursday, 8–9:30 a.m.

ROBERTA GOLINKOFF

Roberta Michnick Golinkoff, Ph.D., is the Unidel H. Rodney Sharp Professor of Education, Psychology, and Linguistics at the University of Delaware and runs the Child's Play, Learning, and Development laboratory. She has received numerous awards for her contributions to developmental science, including the 2017 Society for Research in Child Development's Distinguished Scientific Contributions Award. Funded by federal agencies, she has written 16 books and monographs. Passionate about the dissemination of psychological science for improving our schools and families' lives, she and Kathy Hirsh-Pasek (her long standing collaborator) wrote, *How Babies Talk* (Penguin/Dutton) and *Einstein Never Used Flash Cards* (Rodale). Their latest book is *Becoming Brilliant: What Science Tells Us About Raising Successful Children* (APA Press). She can be followed through her blogs in the Huffington Post, the Brookings Institute, and on Twitter at @ KathyandRo1.

FEATURED SPEAKERS



AT THE INSTITUTE: Preschool Children's Mathematics Learning: Bridging Research to Practice Tuesday, 1–2:30 pm

SUSAN LEVINE

Susan Levine is the Rebecca Anne Boylan Professor in Education and Society and Chair, Department of Psychology at the University of Chicago. She received her B.A. with honors from Simmons College in 1972, majoring in Psychology, Mathematics and Education and her Ph.D. in Psychology from M.I.T. in 1976. She joined the faculty at the University of Chicago that year. Professor Levine is co-director of the Center for Early Childhood Research and serves as the chair of the Psychology Department. Her research interests include cognitive development, development and plasticity of spatial skills, early quantitative development, and language development and functional plasticity in children with early brain injury.



Closing Keynote

JEAN FELDMAN

Jean Feldman has over 40 years experience in education as a classroom teacher, author, and consultant. Dr. Feldman has an M.A. in Early Childhood and a PhD in Curriculum and Instruction. She is a member of NAEYC and has written over 20 books and produced 15 CDs. Dr. Feldman inspires teachers across the country with her engaging songs and creative activities that help make teaching and learning FUN!

AT THE INSTITUTE:

Never Grow Up! Thursday, 10–11:30 am

CLI FACULTY SPEAKERS



Benefits of Cognitive Instruction for Social & Emotional Development: How Does It Work? Wednesday, 10–11:30 am

SUSAN LANDRY

Dr. Susan H. Landry is a Developmental Psychologist, Professor, and Distinguished Chair in Early Childhood in the Department of Pediatrics at the University of Texas Health Science Center at Houston. She is also the Director and Founder of the Children's Learning Institute. She served on the Shaping a Healthier Generation Advisory Council of the National Governors Association Centers for Best Practices. She is a past Chair of the Head Start National Reporting System Advisory Panel, an appointment from the Secretary of the U.S. Department of Health & Human Services, and was a member of the National Early Literacy Panel (NELP). Dr. Landry's federally funded research covers examinations of biological and environmental influences on children's development from infancy through adolescence as well as numerous parent-child and early childhood classroom intervention studies. Her work established the foundation for the research-proven Texas School Ready program that has been serving teachers and children in Texas for more than fifteen years. Dr. Landry's research findings can be found in more than 125 peer-reviewed publications, 30 chapters, and a monograph, Effective Early Childhood Programs: Turning Knowledge into Action.



TRICIA ZUCKER

Dr. Tricia Zucker is the Associate Director and Associate Professor of Pediatrics at the Children's Learning Institute. Dr. Zucker's research interests include early identification and prevention of reading disabilities, evidence-based curriculum and instruction, effective use of technology for learning, family- and school-based interventions, and early childhood assessment. She is an expert in early literacy and language development, including development of inferential language skills. Her research focuses on children who are at-risk for learning disabilities. Dr. Zucker works on various projects to create innovative curricula and professional development resources and to develop and validate new assessment measures.

AT THE INSTITUTE:

Accelerating Print Knowledge through Shared Book Reading Tuesday, 3–4:30 pm

Boosting School Readiness through Parent Education Workshops Wednesday, 8–9:30 am

CLI FACULTY SPEAKERS



CATHY GUTTENTAG

Dr. Cathy Guttentag is a licensed clinical child psychologist and an Associate Professor of Pediatrics at the Children's Learning Institute. She received her M.S. and Ph.D. degrees in clinical child psychology from Pennsylvania State University, and completed a post-doctoral fellowship at Texas Children's Hospital. Dr. Guttentag works with the TSR team to create professional development training resources for early childhood teachers. She also conducts research on parenting interventions and has presented at national and state conferences. In addition, Dr. Guttentag provides developmental evaluations to infants and children referred for concerns about autism and other developmental disorders at The Autism Center at CLI.

AT THE INSTITUTE:

"Peek-a-Boo, I See You!": Supporting Social Development in Infants and Toddlers Wednesday, 8–9:30 am Wednesday, 1–2:30 pm (repeat)



JANELLE MONTROY

Dr. Janelle Montroy is assistant professor of pediatrics at the Children's Learning Institute at UTHealth Houston. She has a master's degree in cognitive psychology, with a focus on executive function and received her Ph.D. from Michigan State University in human development and family studies with a focus on early childhood self-regulation and executive function development. Her research focuses on understanding how self-regulation helps children learn social and academic skills that they need to be successful in school as well as creating better ways for teachers and researchers to measure social and academic skills.

AT THE INSTITUTE:

A Discussion Regarding How to Support Early Self-Regulation Wednesday, 1–2:30 pm

Self-Regulation and Movement: Is There Really a Mind-Body Connection? Thursday, 8–9:30 am

SESSIONS OVERVIEW

(R) = repeat session

ROOM	KEYNOTE	SESSION 1	SESSION 2 SESSION 3	
	8am	Tue, 10–11:30am	Tue, 1–2:30pm	Tue, 3–4:30pm
Salon C		Upset: Key to Taking Responsibility	Children's Mathematics Learning	Sharpening Our Focus
Salon D		Dramatic Play Centers	Guiding Principles for Family Engagement	Lesson Planning with Read Alouds
M-1		Read Aloud Extensions	Read Aloud Extensions (R)	What's in Your Bag? Coaching Practices
M-2		Intro to Texas Trainer Registry	Positive Guidance & Redirection	Linked-To Learning Environment for Families
M-3	ds	Activity Collection for Infants & Toddlers	To Inclusion and Beyond	6 Steps for Conversations
M-4	OPENING KEYNOTE: Four Essential Readiness Ingredients Every Child Needs	Brain, Culture, and Behavior	Designing STEAM Centers	Partnership with Parents of Infants and Toddlers
M-5	rE: ; Every C	Intentional & Instructional Transitions	Do You Hear What I Hear?	Conversations: Building Early Literacy
M-6	OPENING KEYNOTE: adiness Ingredients Ev	Do You Hear What I Hear?	Making Math Meaningful Las Vegas	Will You Teach Me How?
M-7	ENING diness Ing	Helping Your Children Develop Self-Regulation	Fortaleciendo La Lectura	Accelerating Print Knowledge through Shared Book Reading
M-8	OF ntial Reac	Play: Springboard to Learning	How to Get Children to Listen Without Yelling	Intentional Teaching
M-9	our Esser	The Book Sensation	Alphabet Pie	Eat, Play, Learn: Creating a Culture of Health
M-10	Fc	Scaffolding Early Writing Skills	Seeing the World through Literature	Supporting Texas Rising Star Implementation
M-11		So I Got Rid of My Behavior Charts	Math Made Real	Building Strong Foundations in Early Childhood
M-12				Free Resources for CDA Preparation
Super Bowl (Sheraton)				Intro to Developing Talkers
Triple Crown (Sheraton)		Focus Group	Focus Group	TEA / ESC Meeting

SESSION 4	PLENARY	SESSION 5	SESSION 6	SESSION 7	KEYNOTE
Wed, 8-9:30am	10am	Wed, 1–2:30pm	Wed, 3-4:30pm	Thu, 8-9:30am	10am
CLI Engage Resources		Responsive Interactions	Poverty, Hunger, Homelessness	From Coo to Code	
Evaluating the Quality of Pre-K		Public-Private Partnerships	Strategies with Infants	Early Childhood Data System	
Alphabet Pie (R)		It Takes Skills to Grow Up	Language, Literacy, Reading	How Does Your Garden Grow	
Intro to Texas Workforce Registry	t Work?	The Wisdom of Play	Teacher-Child Interactions	Scaffolding PA (R)	
6 Steps for Conversations (R)	PLENARY: of Cognitive Instruction for Social & Emotional Development: Does It Work?	Bridging Math and Science	Tablet Use for ESL	Think, Explore, Discover, Learn	
Using Gardening to Support Literacy	velopmer	First Place Grouping Strategies	CIRCLE Progress Monitoring	Sing Letters & Dance Sounds	
Peek-a-Boo, I See You	ional Dev	Peek-a-Boo, I See You (R)	Number Ninjas	Open-Minded about Open-Ended	Ë
Engage Parents, Successful Children	PLENARY: Social & Emoti	Growing Brain from Zero to Three	The Growing Brain (R)	Making Centers Purposeful	KEYNOT row Up!
Circle Time Success	PLEN or Social	Terrific Ten Frames	Terrific Ten Frames (R)	Everybody Needs a Little R&R	CLOSING KEYNOTE: Never Grow Up!
Parent Education Workshops	ruction f	Wild Spaces, Makerspaces	Language & Literacy Skills	Let's Get Physical with Zoo-Phonics	CI
Intentional Teaching (R)	itive Inst	Joy of Writing for Bilingual Classroom	Responsive Interaction	Self-Regulation and Movement	
Let's Get Moving!		Brain, Culture, and Behavior (R)	Cultivating Young Learners		
Literacy Coaches and PK Teachers	Benefits	Scaffolding PA	When Special Needs Different		
CDA Training Partnerships		Supporting Early Self-Regulation	Amazing Classroom Environment		
Intro to Developing Talkers		Reading to Children: Connecting the Purpose to the Standard (extended session)			
Focus Group		Focus Group	Focus Group	Focus Group	

FORMAT OF SESSION DESCRIPTIONS

We've packed a lot of information into the following pages to help you choose the best presentations that will fit your needs and maximize your time at the TSR Institute. Using the guide below, we recommend a quick review of how the interest session descriptions are presented and categorized. Remember that sessions tend to fill up quickly, so always have a backup session ready!

THE IMPORTANCE OF THE HOME \leftarrow LEARNING ENVIRONMENT

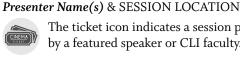
PRESENTATION TITLE.

Catherine Tamis-Lemonda • ROOM A



This talk will overview why it is important for young children to develop effective

communicative skills in vocabulary, grammar, pragmatics, and emergent literacy skills. We'll look at research on the aspects of the home environment that promote these skills in children and the best ways to support parents in their efforts to create positive learning environments for children, as well as the challenges practitioners face when working with parents.



The ticket icon indicates a session presented by a featured speaker or CLI faculty.



The bottle icon indicates a session appropriate for infant and/or toddler teachers.

 Presentation Description. Some sessions will include
an italicized note about the length of the session or its repeating.

Family & Community Partnerships

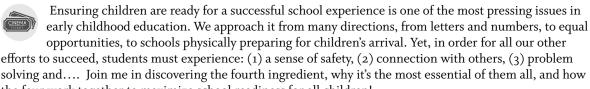
Topic Area of Presentation

Ready to get started? Full session descriptions can be found on the following pages.

OPENING KEYNOTE TUESDAN 8:00-9:30am

FOUR ESSENTIAL READINESS INGREDIENTS EVERY CHILD NEEDS

Becky Bailey • GRAND HALL



the four work together to maximize school readiness for all children!

Social & Emotional Development

interest session 1 TUESDAY 10:00-11:30am

DRAMATIC PLAY CENTERS

Jacquie Porter & Sylina Valdez • SALON D

The dramatic play center is a classroom favorite for many children. TEA staff will provide examples on how to transform the dramatic play center into different themes. Suggested materials to include for each theme will be presented. Easy-to-make materials and activities will be highlighted. The connection to the prekindergarten guidelines as well as the TEKS will be addressed for each thematic center.

Learning Environments, Planning Framework, Curriculum, and Standards / Supporting Skill Development

UPSET: THE KEY TO TAKING RESPONSIBILITY

Becky Bailey • SALON C



Tantrums and fits are the key to brain integration and learning. How we handle these moments will inhibit or enhance children's

readiness for life.

Child Growth and Development



interest session 1 TUESDAN 10:00-11:30am

READ ALOUD EXTENSIONS: KEEPING THE PAGES ALIVE, LONG AFTER THE BOOK IS CLOSED

Sheri Harris & Maram Ahmed • M-1

"Extension activity? Why? I already have a million things to do." Have you felt this way? In this session, you'll learn how easy and impactful it is to conduct read aloud extension lessons. We will discuss how to create an extension lesson, its importance and how it can cover multiple areas throughout your classroom. This session is repeated Tues @ 1:00pm.

Learning Environments, Planning Framework, Curriculum, and Standards

ORIENTATION TO THE TEXAS TRAINER REGISTRY

Tracy Jones & Coltyn Brown • M-2

Do you currently provide training to early childhood professionals? By participating in this training you will learn how to be listed on the Texas Trainer Registry. During this interactive presentation you will be provided with an overview of the entire Texas Early Childhood Professional Development System, the requirements for being listed on the Trainer Registry, and the steps to take to complete the application process.

Professionalism and Ethics

LET'S PLAY! CIRCLE ACTIVITY COLLECTION FOR INFANT & TODDLERS

Shauna Spear • M-3



Perfect for center- and home-based childcare teachers and fully aligned with the Early Head Start Framework, the CIRCLE Activity

Collection supports language, social-emotional, motor, and cognitive skills for children from birth to 36 months through a variety of fun, hands-on activities. Come make and take home activities to use in your own classroom and learn about free infanttoddler resources available to you!

Learning Environments, Planning Framework, Curriculum, and Standards

BRAIN, CULTURE, AND THE CONNECTION TO BEHAVIOR AND LEARNING

Shawn Bryant • M-4

This exciting session will engage adults in their role and responsibility in understanding child behaviors. A special focus will highlight anger, frustration, defiance, hitting and trauma. Attendees will leave with many new strategies they can implement on Monday and many they can use throughout the year. The roles of quality rating tools and instructional supports in reducing challenging behaviors will be explored. This session repeats Wed @ 1:00pm.

Responsive Interactions and Guidance

INTENTIONAL AND INSTRUCTIONAL TRANSITIONS

Whitney Nestlehut & Victoria Zuniga • M-5

Do you find yourself doing the same transitions over and over? Do you struggle to add cognitive value while moving children from one activity to the next? This session will focus on how to plan intentional transitions using assessment results and developmentally appropriate practice. Transitions should be fun and successful for teachers and children!

Learning Environments, Planning Framework, Curriculum, and Standards / Supporting Skill Development

DO YOU HEAR WHAT I HEAR?

Catherine Mendoza & Silvia Montoya • M-6

This training covers the importance of knowing your children, keeping abreast of theories, and understanding the development of students and how to observe them. Participants will analyze children in various situations in order to gather data to use in tailoring to their learning needs. Participants will learn to analyze children's interests, skill levels, personalities, and development levels to develop real life learning goals.

Learning Environments, Planning Framework, Curriculum, and Standards / Supporting Skill Development

interest session 1 10:00-11:30am

HELPING YOUR CHILDREN DEVELOP SELF-REGULATION

Diane Goyette • M-7

Beginning in infancy, children are developing the ability to manage their thoughts, feelings, and behaviors. Learn about self-regulation and explore ways you can support the development of essential self-regulation skills. You will leave better equipped to provide the co-regulation your children need from you so they can get the best start in life!

Responsive Interactions and Guidance

PLAY: THE SPRINGBOARD TO LEARNING

Marlyn Kramer • M-8

Is it really "just playing?" The participants of this workshop will discover the characteristics of play; the importance of play to the neurological and cognitive development of young children; and how play can foster problem-solving, pre-math, pre-reading, and science skills in the young child. Classroom management techniques to promote play and open-ended play manipulatives will also be introduced.

Implementing a Developmentally Appropriate Curriculum and Environment

THE BOOK SENSATION

Natalia Huerta • M-9

Picture books are a great way to teach socialemotional lessons in a child's day. Children identify with characters and learn ways to recognize and solve social problems around them. In this training, we will use books to target important lessons, such as empathy, bullying, feelings, and more.

Responsive Interactions and Guidance

SCAFFOLDING PRESCHOOLERS' EARLY WRITING SKILLS

Linda Aston • M-10

To help young children develop as writers, teachers need to understand typical writing development and use this knowledge to identify what children already know and what they are ready to learn next. Join this session to learn how to provide young children with rich writing experiences throughout the day.

Supporting Skill Development

SO I GOT RID OF MY BEHAVIOR CHARTS...NOW WHAT?

Onjaleke Brown & Lorinza Brown • M-11

In this interactive session we will look at socialemotional learning and its importance in early childhood classrooms. We will examine what brainbased research says about the importance of socialemotional learning as it relates to trauma and how you can use this understanding to create a healthy learning environment for all students without behavior charts. Participants will walk away with a personalized plan for their classroom. Directors and coaches will walk away with tools to create social-emotionally healthy environments, building/center-wide.

Responsive Interactions and Guidance / Learning Environments, Planning Framework, Curriculum, and Standards

FOCUS GROUP

Sonya Coffey & Jennifer Lindley • TRIPLE CROWN (SHERATON)

This session is a focus group for high school faculty participating in the Early Childhood Educator Partnerships grant. Note: this session is closed to nongrant participants.

interest session 2 TUESDAN 1:00-2:30pm

GUIDING PRINCIPLES FOR QUALITY FAMILY ENGAGEMENT

Cody Summerville • SALON D

Family engagement is a critical component of a quality early childhood program. TEA staff will present the six guiding principles for quality family engagement. Utilizing these principles in the planning, implementation, and evaluation of family engagement efforts can aid in increasing the effectiveness of these efforts. These principles can be implemented at the classroom, school, or district level.

Family and Community Partnerships

PRESCHOOL CHILDREN'S MATHEMATICS LEARNING: BRIDGING FROM RESEARCH TO PRACTICE

Susan Levine • SALON C



This talk will explore the importance of children's early math learning and how math knowledge and attitudes are influenced by tran's interactions with adults. We will cover

children's interactions with adults. We will cover numerical understanding, spatial learning, math attitudes, and school-home partnerships. We will discuss how teachers can differentiate instruction and how math can be integrated with other important instructional goals, including language/ literacy and socio-emotional learning.

Supporting Skill Development

READ ALOUD EXTENSIONS: KEEPING THE PAGES ALIVE, LONG AFTER THE BOOK IS CLOSED

Sheri Harris & Maram Ahmed • M-1

"Extension activity? Why? I already have a million things to do." Have you felt this way? In this session, you'll learn how easy and impactful it is to conduct read aloud extensions. We will discuss how to create an extension lesson, its importance and how it can cover multiple areas throughout your classroom. This session is a repeat of Tues @ 10:00am.

POSITIVE GUIDANCE AND REDIRECTION IN THE CLASSROOM SETTING

Latanya Atherley • M-2

Participants in this session will gain knowledge in developmentally appropriate practice, positive responses to challenging behaviors, and activities to stem the tide of meltdowns. Activities can be implemented immediately.

Responsive Interactions and Guidance / Supporting Skill Development

TO INCLUSION AND BEYOND!

Robyn Pinilla • M-3

This session will focus on how to enhance learning for all by creating a truly equitable classroom and maximizing teacher-student interactions. By teaching individuals instead of a class, we can incorporate differentiation and inclusion in our mindset and teaching practice.

Learning Environments, Planning Framework, Curriculum, and Standards / Diversity and Dual Language Learners

I THINK I CAN, I THINK I CAN! DESIGNING STANDARDS-BASED STEAM CENTERS FOR PREKINDERGARTENERS

Lisa Colvin, Anna Fox, and Megan Walters • M-4

Join us and learn about designing theme-based, engaging STEAM (science, technology, engineering, art, and mathematics) centers aligned to the Texas PK Guidelines for your prekindergarteners. Centers have been used with Waco ISD PK students and were designed by Tarleton State University pre-service teachers for their Early Childhood Environments course. This session will involve active engagement of participants, who will leave with ideas for replicating this event with their young learners.

Learning Environments, Planning Framework, Curriculum, and Standards

Learning Environments, Planning Framework, Curriculum, and Standards

interest session 2 TUESDAN 1:00-2:30pm

DO YOU HEAR WHAT I HEAR?

Kattya Barrera & Edna Diaz • M-5

Do you have a difficult time engaging children in phonological awareness activities throughout the day? Join us as we explore hands-on activities and the use of CLI Engage to strengthen your phonological-awareness teaching

Learning Environments, Planning Framework, Curriculum, and Standards, Practitioners / Supporting Skill Development

MAKING MATH MEANINGFUL...LAS VEGAS STYLE!!

Tracy Osborne • M-6

When you think about Vegas, what comes to mind? Music!! Movement!! Games!! Dice games, card games, dominoes and more!! Come play with us and learn how to make math meaningful throughout the day in many ways. We will explore math through music, movement and games. You will leave this session with math made memories inexpensive ways to create math materials.

Supporting Skill Development

FORTALECIENDO LA LECTURA

Jessica Salazar & Sara Delgado • M-7

Our engaging session is designed to increase the understanding of the five reading components and will include effective research-based reading strategies for early childhood bilingual educators. This session will include interactive activities for teaching phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Learning Environments, Planning Framework, Curriculum, and Standards / Diversity and Dual Language Learners / Implementing a Developmentally Appropriate Curriculum and Environment

HOW TO GET CHILDREN TO LISTEN WITHOUT YELLING

Sharon Scallion • M-8

The session will provide valuable tools to help alleviate chaos and unruly behaviors. The participants will reflect on five different teaching styles and the impact each style brings to a classroom. The participants will be involved in real base scenarios, role play, and small/large group discussions on best strategies to apply for various situations.

Responsive Interactions and Guidance / Professionalism and Ethics

ALPHABET PIE

Cheri Sherley • M-9

Are you craving new ways to teach the alphabet to young children? Are you tired of using the same ABC activities over and over? Are you hungry for new alphabet ideas? Sounds like you need a big slice of Alphabet Pie! This session will fill you up with new activities and ideas you can use to help preschoolers learn the letters of the alphabet. This will be a hands-on, interactive, fun-filled session full of sweet, new ABC activities for you! This session repeats Wed @ 8:00am.

Learning Environments, Planning Framework, Curriculum, and Standards / Supporting Skill Development

SEEING THE WORLD THROUGH LITERATURE

Quinita Ogletreee • M-10

Children living in low-income environments have fewer chances to participate in literacy. Their literacy experiences are often disconnected from their personal identity and community. Increasing the amount of multicultural literature in a classroom will create mirrors for some and windows to other worlds. Multicultural literature will be discussed in terms of availability, authenticity, and quality.

Learning Environments, Planning Framework, Curriculum, and Standards / Diversity and Dual Language Learners / Family and Community Relationships

interest session 2 TUESDAN 1:00-2:30pm

MATH MADE REAL

Erin Guzowsky • M-11

Ever wonder how to engage students in math? Want to use materials that are already in your classroom? Then this is the training for you! In this session, you will discover ways to teach math skills using items that are found in most classrooms, such as blocks, cubes, counters, and pattern blocks. Teach new skills and reinforce old ones without creating or buying any new materials.

HIGH SCHOOL CTE FOCUS GROUP

Sonya Coffey & Jennifer Lindley • TRIPLE CROWN (SHERATON)

This session is a focus group for high school faculty participating in the Early Childhood Educator Partnerships grant. *Note: this session is closed to nongrant participants.*

Supporting Skill Development

interest session 3 TUESDAN 3:00-4:30pm

LESSON PLANNING WITH READ ALOUDS: CUTE & COGNITIVE

Melissa Ply • SALON D

There are a large number of teaching strategies that can be implemented before, during, and after reading a book with children. Watch the lesson planning process unfold and learn how to connect all ten skill domains in the Pre-K Guidelines with playful and purposeful activities. Several instructional strategies that target literacy and pre-reading skills in children will be discussed along with examples for integrating math, science, and phonological awareness activities. Suggestions for toddler lesson planning will be included in this session.

Implementing a Developmentally Appropriate Curriculum and Environment

SHARPENING OUR FOCUS: THINGS TO KNOW & DO IN PRESCHOOL FOR EFFECTIVE PRACTICE

Shawn Bryant • SALON C

For adults still challenged by child behavior. This exciting session will engage adults in their role and responsibility in understanding child behaviors. A special focus will highlight anger, frustration, defiance, hitting and trauma. Attendees will leave with many new strategies they can implement on Monday morning and many they can intentionally engage with children throughout the year. The roles of quality rating tools and instructional supports in reducing challenging behaviors will be explored.

Responsive Interactions and Guidance / Implementing a Developmentally Appropriate Curriculum and Environment

AN INTRODUCTION TO DEVELOPING TALKERS

Angela Trevino & Christina Mitchell • SUPER BOWL (hotel) • This session repeats Wed @ 8:00am.

Participants learn how to provide an effective whole-group read-aloud using an explicit and systematic approach that addresses key before, during, and after reading behaviors. Participants will receive one book and six vocabulary cards that can be used to implement three lessons. The materials for this session will be provided in English only, although the instructional routine could be used for instruction in other languages.

Learning Environments, Planning Framework, Curriculum, and Standards / Supporting Skill Development

interest session 3 TUESDAN 3:00-4:30pm

WHAT'S IN YOUR BAG?: BUILDING COACHING CONFIDENCE THROUGH EFFECTIVE PRACTICES

Ladacia Austin & Keanyatta Jones-Green • M-1

Every coach walks into a classroom with the expectation of making a difference through teacher improvement. What's in your bag? This handson interactive session will provide coaches with a platform to "unpack" personal experiences of effective coaching practices and "pack" new ideas of integrating professional development content and progress monitoring with the TSR coaching model.

Implementing a Developmentally Appropriate Curriculum and Environment

CREATING A LINKED TO LEARNING ENVIRONMENT FOR FAMILIES

Melissa Willliamson • M-2

Creating family connections that support learning and empowering families to promote an environment that enhances academic success at home is at the core of this session. Participants will witness a family engagement model that was successfully integrated into a preschool program. Come and examine information from the school principal and a teacher on the importance of incorporating these sound research practices.

Family and Community Relationships

"WE NEED TO TALK": 6 STEPS FOR EFFECTIVE (AND DIFFICULT) CONVERSATIONS

Ann McKitrick • M-3

Early childhood education is a people business, and people sometimes have trouble communicating, especially when situations are tense or feel threatening. This session will give you the tools for a "fierce conversation" that fosters understanding and cooperation and in which everyone has a voice. You'll get steps to planning for difficult conversations, time to brainstorm how you can apply them, and a chance to practice and reflect. This session repeats Wed @ 8:00am.

BECOMING A TEAM: DEVELOPING A PARTNERSHIP WITH PARENTS OF INFANTS AND TODDLERS

Amy Foster • M-4

Working with families each and every day provides each caregiver an amazing opportunity to engage those families in a unique and beneficial partnership to support their infant's or toddler's growth and development. Creating a partnership with our families is extremely beneficial to children's success but can often be challenging to create and maintain. We will look at ways to create open communication and active listening techniques to help childcare programs and parents become a team giving each child the most positive care experience. Family and Community Relationships

CONVERSATIONS: BUILDING EARLY LITERACY

Jocelyn McConnell • M-5

Together we'll observe, discuss, and practice best strategies for building early literacy skills in young children—no tools required! Come experience fun and flexible ways to build resilient, successful learners. We'll dabble in cognitive and social-emotional development with a touch of behavior management, but our lens will be the interactions we have to build early literacy skills, based on research-proven best practices.

Supporting Skill Development

WILL YOU TEACH ME HOW?

Mary Ellen Douglas • M-6

As more and more emphasis is placed on socialemotional learning, early educators may not have concrete teaching ideas and strategies to help children learn these skills. This session will focus on the dynamic teacher-child relationship as a means of helping children learn new and appropriate social behaviors.

Child Growth and Development / Responsive Interactions and Guidance

Human Resource Leadership and Development

interest session 3 TUESDAN 3:00-4:30pm

ACCELERATING PRINT KNOWLEDGE THROUGH SHARED BOOK READING

Tricia Zucker, Hilary Kalin, & Heather Mui • M-7

Are your students ready for more than naming book parts or the role of the author? This session will detail the research-based practice of drawing attention to print during shared book reading. Print referencing includes strategies such as pointing to print and talking about how print carries meaning, talking about book and print conventions, and identifying letters and words. Learn how to make your shared reading more powerful with better talk about books and print.

Supporting Skill Development

INTENTIONAL TEACHING

Janine Groth • M-8

All teachers need to reflect on their own approach within the classroom. This session will review the latest brain research and three different approaches to learning: small groups, workstations, and activity trays. Teachers need to be creative and intentional when developing activities that are engaging and targeted on objectives. The Texas Pre-K Guidelines will give us direction for solid alignment of skills. This session repeats Wed @ 8:00am.

Learning Environments, Planning Framework, Curriculum, and Standards

EAT, PLAY, LEARN: CREATING A CULTURE OF HEALTH IN EARLY CHILDHOOD SETTINGS

Katie Chennisi • M-9

With over 30% of children being overweight, nutrition and physical activity should be viewed as key components of healthy child development. This session will review obesity statistics, discuss experiences implementing healthy practices, and brainstorm ways to address challenges to providing healthy food and physical activity. Practical strategies, best practices, and resources will be shared to help create a culture of health.

SUPPORTING TEXAS RISING STAR IMPLEMENTATION & PRACTICE

LaShonda Brown • M-10

Join us to learn about the Strengthening Texas Rising Star Implementation Study, which is being conducted by the Children's Learning Institute in partnership with the TWC to support ongoing improvement across the state. This session will provide details on the scope of the study and phases of implementation, including data collection and analysis using the TRS Assessment Tool, development of the new TRS Assessor and Mentor Certification training, and remote coaching for mentors.

Learning Environments, Planning Framework, Curriculum, and Standards / Observation and Assessment

BUILDING STRONG FOUNDATIONS IN EARLY CHILDHOOD

Alba Bunnell • M-11

This session will reinforce how your role as an early childhood educator helps infants and toddlers establish a strong foundation. We will discuss brain development in early childhood, including windows of opportunity and the consequences of missing these windows. As the engineers of a child's development we should take pride in giving their developing brains tools to create a strong foundation. For success, all we need is a clear understanding of our role and the conviction that what we do daily gives each child a strong foundation for their future.

Child Growth and Development

FREE RESOURCES FOR CDA PREPARATION

Sonya Coffey & Jennifer Lindley • M-12

Are you interested in earning a CDA and advancing your career? Would you like to help your staff earn their CDA and enhance the quality of your program? Join us to learn about the CIRCLE CDA Training Program, offering all the professional development needed to apply for the CDA.

Professionalism & Ethics

Health, Safety, and Nutrition

interest session 4

WEDNESDAY 8:00-9:30am

EVALUATING THE QUALITY OF YOUR PREKINDERGARTEN PROGRAM

Tamala Olsby • SALON D

To move the needle on quality in your prekindergarten program, you must first be able to identify your strengths and opportunities for improvement. TEA staff will introduce a tool created for prekindergarten program evaluation that is aimed at supporting districts and charters as they work to increase the quality of their programs.

Observation and Assessment

CLI ENGAGE: OFFERING EARLY CHILDHOOD RESOURCES FOR SCHOOL AND HOME

Colleen Allen • SALON C

Join us to learn about the FREE resources available on CLI Engage for ALL Texas early childhood teachers, administrators, and parents! These resources include interactive PD courses and demonstration videos for birth to 5 educators focused on building children's skill development in key areas. CLI Engage also has lots of child-friendly activities for school and home. The best part? Everything is FREE for everyone! Sign up today at www.cliengage.org/signup

Professionalism & Ethics

ALPHABET PIE

Cheri Sherley • M-1

Are you craving new ways to teach the alphabet to young children? Are you tired of using the same ABC activities over and over? Are you hungry for new alphabet ideas? Sounds like you need a big slice of Alphabet Pie! This session will fill you up with new activities and ideas you can use to help preschoolers learn the letters of the alphabet. This will be a handson, interactive, fun-filled session full of sweet, new ABC activities for you! This session is a repeat of Tues @ 1:00pm.

Learning Environments, Planning Framework, Curriculum, and Standards / Supporting Skill Development

INTRODUCTION TO THE TEXAS WORKFORCE REGISTRY

Tracy Anne Jones & Coltyn Brown • M-2

Are you a teacher and want to have one place to access all of your professional credentials, or a center director and want an efficient way to track your staff's professional credentials? This session will provide an overview of a web-based system that can store and track professional development hours, education, and employment history.

Professionalism and Ethics / Human Resource Leadership and Development

"WE NEED TO TALK": 6 STEPS FOR EFFECTIVE (AND DIFFICULT) CONVERSATIONS

Ann McKitrick • M-3

Early childhood education is a people business, and people sometimes have trouble communicating, especially when situations are tense or feel threatening. This session will give you the tools for a "fierce conversation" that fosters understanding and cooperation and in which everyone has a voice. You'll get steps to planning for difficult conversations, time to brainstorm how you can apply them, and a chance to practice and reflect. This session is a repeat of Tues @ 3:00pm.

Human Resource Leadership and Development

GROWING HUMANS: USING GARDENING TO SUPPORT EARLY CHILDHOOD LITERACY

Amy Musick • M-4

Whether you are looking to implement raised garden beds or grow seeds on a windowsill, this session will help you integrate literacy throughout your growing space. Using information from this session, you will feel comfortable growing the most important harvest in the garden—our little humans—as well as communicating curriculum and strategies to parents to build sustainable learning partnerships between school and home.

Learning Environments, Planning Framework, Curriculum, and Standards

interest session 4 WEDNESDAY 8:00-9:30am

"PEEK-A-BOO, I SEE YOU!": SUPPORTING SOCIAL DEVELOPMENT IN INFANTS AND TODDLERS

Cathy Guttentag • M-5



Infants' brains are primed to make social connections, and social skills are one of the best predictors of

children's future outcomes. In this session we will talk about early social development, and explore many ways teachers can support infants' and toddlers' emerging social skills through play, books, and other classroom activities. This session repeats Wed @ 1:00pm.

Supporting Skill Development

ENGAGED PARENTS, SUCCESSFUL CHILDREN

Susan O'Brien • M-6

The importance of an engaged parent can never be disputed. In this session we will talk about the importance of the role of a parent as a child's first teacher and what preschool classroom teachers can do to engage parents in a positive way. We will focus on the relationship of the teacher and the parent and how that partnership is vital to the school readiness of their child.

Family and Community Relationships

CIRCLE TIME SUCCESS

Lara Pauley • M-7

This session will focus on planning, implementing, and evaluating circle time for success. Participants will leave this session with ideas they can take and use for circle time in their classrooms.

Learning Environments, Planning Framework, Curriculum, and Standards

BOOSTING SCHOOL READINESS THROUGH PARENT EDUCATION WORKSHOPS

Tricia Zucker, Heather Mui, Susie Morales, Hilary Kalin • M-8

To ensure school readiness, educators and families must partner as teachers together. Use a Teaching Together model to empower parents to use everyday moments to build their child's vocabulary, conversation skills, print knowledge, and ability to play with sounds. Participants will receive materials for 6 themed parent-child workshops that use video models, shared book reading, and simple activity stations to support parents in learning research-based strategies to support learning at home. *Instituting Family and Community-Centered Programming*

INTENTIONAL TEACHING

Janine Groth • M-9

All teachers need to reflect on their own approach within the classroom. This session will review the latest brain research and three different approaches to learning: small groups, workstations, and activity trays. Teachers need to be creative and intentional when developing activities that are engaging and targeted on objectives. The Texas Pre-K Guidelines will give us direction for solid alignment of skills. This session is a repeat of Tues @ 3:00pm.

Learning Environments, Planning Framework, Curriculum, and Standards

LET'S GET MOVING!! BRAIN MIDLINE DEVELOPMENT

Cheryl Cunningham • M-10

Let's Get Moving to establish children's ability to master crossing the midline! Brain development and opportunities to experience the crossing the midline have a huge impact on each other. Crossing the midline activities can be successful in literacy, writing, math, science, music/movement in large or small group activities.

Child Growth and Development

interest session 4

WEDNESDAY 8:00-9:30am

LITERACY COACHES AND PRE-K TEACHERS: MAKING THE RELATIONSHIP BLOSSOM

Tara Wilson • M-11

Working together, early childhood literacy coaches and early childhood teachers strive to meet the needs of diverse young children. This interactive presentation will engage participants by discussing the following: what exactly a literacy coach is, how literacy coaches and prekindergarten teachers can establish an effective relationship, and how children benefit from such a relationship.

Learning Environments, Planning Framework, Curriculum, and Standards

CDA TRAINING PARTNERSHIPS

Noemi Aguilar & Denise Woodson • M-12

Coastal Bend College and Workforce Solutions of the Coastal Bend will share how they developed a partnership to educate area childcare staff in achieving their Child Development Associate (CDA) credential. Presenters will share how their partnership has been successful in helping over 50 childcare staff reach their CDA goals.

AN INTRODUCTION TO DEVELOPING TALKERS

Angela Trevino & Christina Mitchell • SUPER BOWL (Sheraton)

Participants learn how to provide an effective wholegroup read-aloud using an explicit and systematic approach that addresses key before, during, and after reading behaviors. Participants will receive one book and six vocabulary cards that can be used to implement three lessons. The materials for this session will be provided in English only, although the instructional routine could be used for instruction in other languages. This session is a repeat of Tues @ 3:00pm.

Learning Environments, Planning Framework, Curriculum, and Standards / Supporting Skill Development

HIGHER EDUCATION FOCUS GROUP

Sonya Coffey & Jennifer Lindley • TRIPLE CROWN (SHERATON)

This session is a focus group for higher education faculty participating in the Early Childhood Educator Partnerships grant. Note: this session is closed to nongrant participants.

Professionalism and Ethics

PLENARY SESSION WEDNESDAY 10:00-11:30am

BENEFITS OF COGNITIVE INSTRUCTION FOR SOCIAL & EMOTIONAL DEVELOPMENT: HOW DOES IT WORK?

Susan Landry • GRAND HALL



CLI Founder and Director, Dr. Susan Landry, explores how classroom management and individualized attention and support of small group instruction in language, literacy, and math can indirectly lead to improvements in social-emotional skills. This means teachers can be attentive to children's social and behavioral needs in the absence of explicit social-emotional curriculum activities. Join this session to learn

what new research tells us and how you can start to use these strategies in your own classroom.

Supporting Skill Development

interest session 5

WEDNESDAY 1:00-2:30pm

PUBLIC-PRIVATE PRE-K PARTNERSHIPS

Anna Gu • SALON D

Public-Private Pre-K Partnerships between Local Education Agencies and high-quality childcare providers offer benefits to the school districts, charter schools, families, childcare providers, and community members involved. Partnerships allow the sharing of resources, such as professional development, facilities, and staff, to provide greater access to and quality of pre-K services for eligible three- and four-year-olds. TEA staff will discuss models of partnerships developing throughout the state, as well as best practices for creating a new partnership.

Family and Community Partnerships

RESPONSIVE INTERACTIONS: APPROACHES TO SUPPORT LEARNING IN THE PRE-K CLASSROOM

Colleen Allen • SALON C

Teacher and child interactions are a critical opportunity to develop positive, trusting relationships and play a significant role in influencing children's healthy development. Children with positive relationships with teachers and peers have less challenging behaviors and demonstrate higher competence in school. Join this session to learn to build positive relationships through responsive interactions that are developmentally and individually appropriate.

Responsive Interactions and Guidance

IT TAKES SKILLS TO GROW UP!

Cheryl Carey • M-1

In a fun and interactive workshop, we will explore the four areas of early childhood development: cognitive, social and emotional, speech and language, and physical and motor development. Participants will reflect on childhood experiences, share observations, and engage in hands-on activities. We can help children succeed by knowing how to observe and document child development using assessments, implementing individual and group strategies, and evaluating outcomes.

THE WISDOM OF PLAY: WHAT WE CAN LEARN THROUGH OBSERVATION

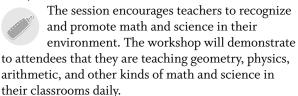
Vivien Geneser • M-2

From functional solitary play to the narratives of cooperative play, children demonstrate development through play behaviors. Caregivers with astute observation skills can interpret play for the sake of scaffolding the children's development and communicating to parents. During this training, participants will view examples of play, review a checklist of milestones, discuss ways to hone observation skills, and identify strategies for communicating with parents.

Child Growth and Development / Family and Community Relationships

BRIDGING MATH AND SCIENCE FOR INFANTS, TODDLERS, AND TWOS

Penny Chandler • M-3



Learning Environments, Planning Framework, Curriculum, and Standards

FIRST PLACE GROUPING STRATEGIES

Linda Morgan-Dorsey • M-4

Calling all trainers, facilitators, coaches and directors... This training session will be hands on, challenging and most of all fun. You will engage in memorable and intentional grouping strategies that you can implement immediately. These strategies will elevate and set the stage for greater involvement, greater learning, and greater results. If you are looking for new ways for your participants to collaborate and work together you are in the right place.

Implementing a Developmentally Appropriate Curriculum and Environment

Child Growth and Development

interest session 5 WEDNESDAY 1:00-2:30pm

"PEEK-A-BOO, I SEE YOU!": SUPPORTING SOCIAL DEVELOPMENT IN INFANTS AND TODDLERS

Cathy Guttentag • M-5



Infants' brains are primed to make social connections, and social skills are one of the best predictors of

children's future outcomes. In this session we will talk about early social development, and explore many ways teachers can support infants' and toddlers' emerging social skills through play, books, and other classroom activities. This session is a repeat of Wed @ 8:00am.

Supporting Skill Development

THE GROWING BRAIN FROM ZERO TO THREE: UNDERSTANDING BEHAVIOR

Laura Montez & Molly Dye • M-6

The brain is a complex neural network that is responsible for our thoughts, emotions, and behaviors. This session will explore the basic anatomy of the brain and how it affects children's behavior. Learn to understand some of the causes of challenging behaviors and ways to help children with these difficulties. This session repeats Wed @ 3:00pm.

Child Growth and Development

TERRIFIC TEN FRAMES

Sharon Kruger • M-7

Ten frames are essential to the development of numerical fluency. Young children need to see how math works. Ten frames and five frames are visual tools that allow preschoolers to experience how math works. Learn how to use ten frames and five frames throughout your day and during intentional instruction to provide a foundation of math skills for our young mathematicians. This session repeats Wed @ 3:00pm.

Supporting Skill Development

WILD SPACES, MAKERSPACES

Katie Grimes & Stephanie Casalini • M-8

Wild spaces in the early childhood environment provide opportunities to connect children with nature for whole-child development. These garden and green spaces attract wildlife, provide immersive stimulation, and help children develop empathy toward each other and the natural world. This workshop provides a framework for designing wild spaces, understanding their benefits, and developing techniques for use. Attendees will collaborate with others who share their scope and vision to further develop their concepts.

Learning Environments, Planning Framework, Curriculum, and Standards

PRESCHOOLERS AND THE JOY OF WRITING: STRATEGIES FOR YOUR BILINGUAL PRE-K CLASSROOM

Teresa Razo • M-9

This is a hands-on activity session. In this session, novice and beginning teachers will learn writing strategies to implement in their bilingual classrooms to maximize instruction using anchor charts, foldables, and booklets. Teachers will be able to make-and-take a foldable and/or booklet.

Diversity and Dual Language Learners

BRAIN, CULTURE, AND THE CONNECTION TO BEHAVIOR AND LEARNING

Shawn Bryant • M-10

This exciting session will engage adults in their role and responsibility in understanding child behaviors. A special focus will highlight anger, frustration, defiance, hitting and trauma. Attendees will leave with many new strategies they can implement on Monday and many they can use throughout the year. The roles of quality rating tools and instructional supports in reducing challenging behaviors will be explored. This session is a repeat of Tues @10:00am.

Responsive Interactions and Guidance

interest session 5

WEDNESDAY 1:00-2:30pm

SCAFFOLDING PHONOLOGICAL AWARENESS

Francisco Razo • M-11

This session will focus on helping teachers become more fluent in scaffolding students up and down the phonological awareness continuum. Teachers will gain a deep understanding of the phonological awareness skills continuum and the spectrum of complexity from receptive to productive. Teachers will learn how to scaffold up or down to keep students in their zone of proximal development in the context of phonological awareness instruction. This session repeats Thurs @ 8:00am.

Supporting Skill Development

A DISCUSSION REGARDING HOW TO SUPPORT EARLY SELF-REGULATION

Janelle Montroy • M-12



This session will include discussions regarding what self-regulation is and why children need to practice self-regulation. We will talk about

the best ways to support these skills as a part of your classroom routines. We will cover some of the challenges educators face when approaching selfregulation skills. Please note this session is a repeat from last year.

Child Growth and Development / Responsive Interactions and Guidance

READING TO CHILDREN: CONNECTING THE PURPOSE TO THE STANDARD

Meg Birk & Dolores Tovar • SUPER BOWL

In this session participants will connect the newly revised ELAR/SLAR Texas Essential Knowledge and Skills to the process and purpose of reading aloud to children, using both an interactive readaloud strategy and the shared reading strategy as models. The routines for both interactive readalouds and shared reading will be modeled by presenters and several examples of each will be shared. The modeled strategies will provide insight into planning for integrated instruction that supports listening, speaking, reading, writing, and discussion. Participants will have an opportunity to plan a lesson using a piece of children's literature. *Note: This is a 3-hour workshop that ends at* **4:30pm**.

Learning Environments, Planning Framework, Curriculum, and Standards

FOCUS GROUP: FAMILY ENGAGEMENT

Shauna Spear & Susie Morales • TRIPLE CROWN (Sheraton)

What resources or training do you need to implement effective family engagement? This focus group is for registered participants only.

interest session 6

EDNESDAY

INTERACTIONS AND INSTRUCTIONAL STRATEGIES WITH INFANTS

Melissa Ply • SALON D



Adult interactions and responsiveness can help build and strengthen a child's social skills. This session looks at how babies communicate in ways that we sometimes don't notice.

By increasing our awareness of children's gestures and cries, we can become more intentional, appropriate, and attuned in our responses.

Responsive Interactions and Guidance

3:00-4:30pm FOCUS GROUP: FAMILY

ENGAGEMENT

Shauna Spear & Susie Morales • TRIPLE CROWN (Sheraton)

What resources or training do you need to implement effective family engagement? This focus group is for registered participants only.

interest session 6 interest session 6 **MEDNESDAY 3:00-4:30pm**

THE POVERTY, HUNGER, AND HOMELESSNESS EFFECT

Albert Wright • SALON C

Living in poverty has negative effects on the physical health, mental health, and well being of a child. Living in unsafe neighborhoods with food insecurity has a direct effect on the child's ability to learn. Children dealing with the poverty effect are at a much greater risk of poor academic achievement, abuse and neglect, behavioral and social-emotional problems, issues with physical health, and developmental delays. Since poverty has a particularly adverse effect on children, it is imperative that we are equipped to help children overcome barriers their environment can generate.

Family and Community Relationships

LANGUAGE, LITERACY, AND READING WITH INFANTS AND TODDLERS

Stacy Benge • M-1



Literacy with infants and toddlers? You bet! Discover the importance of everyday language experiences and how these will positively influence literacy development for infants and toddlers. Also learn how to effectively select and share books for young children to create the optimal reading experiences in your classroom.

Supporting Skill Development

EFFECTIVE TEACHER-CHILD INTERACTIONS

Diana Smith • M-2

The presentation will focus on positive and effective teacher-child interactions used to help teachers and schools improve the effectiveness of classroom interactions. Sample videos of emotion, classroom organization, and instructional support domains will be viewed and discussed.

Responsive Interactions and Guidance / Learning Environments, Planning Framework, Curriculum, and Standards

TABLET USE WITH EARLY CHILDHOOD STUDENTS LEARNING ENGLISH AS SECOND LANGUAGE

Peggy Semingson • M-3

Technology use has been shown to be a very beneficial tool in education. Teachers' use of technology in the classroom has been increasing lately in early childhood teaching. The scholarly literature suggests advantages of using such mobile technology to promote language acquisition. This session presents research and practice regarding tablet use in helping early childhood students to acquire English. Tips for involving families and a list of digital resources will also be presented.

Learning Environments, Planning Framework, Curriculum, and Standards / Diversity and Dual Language Learners

CIRCLE PROGRESS MONITORING FOR THE PRE-K TEACHER

Miguel Gallegos • M-4

Make the most of your assessment. This session will cover what is measured by the different sub-tests and will provide general administration tips, recommended practices, use of the most common reports such as Student and Parent reports, Class Summary, and Grouping Tool.

Observation and Assessment

NUMBER NINJAS: EXPLORING MATH FOR PRESCHOOL

Rebecca Ramos • M-5

Is math a mystery to you with regard to young children? Do you wonder how to do more math in your classrooms? Join us as we learn appropriate handson strategies to support prekindergarten students' development of mathematical skills. Activities provided will assist you in exposing students to number and operations, geometry and spatial sense, measurement, patterns and algebraic reasoning, and data analysis by using students' own curiosity about the world around them.

Supporting Skill Development

interest session 6

METERSON 3:00-4:30pm

THE GROWING BRAIN FROM ZERO TO THREE: UNDERSTANDING BEHAVIOR

Laura Montez & Molly Dye • M-6

The brain is a complex neural network that is responsible for our thoughts, emotions, and behaviors. This session will explore the basic anatomy of the brain and how it affects children's behavior. Learn to understand some of the causes of challenging behaviors and ways to help children with these difficulties. This session is a repeat of Wed @ 1:00pm. *Child Growth and Development*

TERRIFIC TEN FRAMES

Sharon Kruger • M-7

Ten frames are essential to the development of numerical fluency. Young children need to see how math works. Ten frames and five frames are visual tools that allow preschoolers to experience how math works. Learn how to use ten frames and five frames throughout your day and during intentional instruction to provide a foundation of math skills for our young mathematicians. This session is a repeat of Wed @ 1:00pm.

Supporting Skill Development

VAMOS A FORTALECER LA ALFABETIZACIÓN Y LAS HABILIDADES LINGÜÍSTICAS EN LA NIÑEZ TEMPRANA

Mildred Bautista • M-8

El alfabetismo y el desarrollo del lenguaje es de importancia crítica en la educación temprana a la luz de la investigación que muestra que los niños aprenden habilidades que los preparan para leer años antes de comenzar la escuela. Esta sesión se enfocará en la importancia de incorporar la alfabetización en nuestra enseñanza diaria durante todo el año. Revisaremos las técnicas de andamiaje que pueden usarse para promover conversaciones de alta calidad y otros métodos para apoyar el desarrollo de las habilidades del lenguaje durante la lectura en voz alta.

Supporting Skill Development

RESPONSIVE INTERACTION FOR INFANT AND TODDLER CAREGIVERS

Dawn Marshall & Denise Cardenas • M-9 Come join us in this session as we find out about the attachment theory and why it is crucial to development. We will explore responsive interactions, temperaments, and sensory integration.

Responsive Interactions and Guidance

CULTIVATING YOUNG LEARNERS: YOUR IMPACT AS AN EARLY CHILDHOOD PROFESSIONAL

Megan Burk & Darleta McKinnis • M-10

As an educator, you set the stage for lifelong learning, and becoming the teacher you desire to be can be a challenge. In this session we will discuss and develop strategies that will increase your effectiveness, knowledge, and skills as a teacher. Come ready to share your thoughts and ideas on the three P's: Preparation, Professionalism and Positivity!

Professionalism and Ethics

WHEN SPECIAL NEEDS DIFFERENT

Angela Disley • M-11

This course helps teachers with that one student who needs a little extra "teacher" to succeed. We will learn about students with different learning styles to those who may later be diagnosed with ADHD, an autism spectrum disorder, sensory disorder, or even a learning disability. The discussion will include how to keep these students engaged in learning. Lastly, we will discuss ways to help prepare parents for their child's transition into public school.

Learning Environments, Planning Framework, Curriculum, and Standards

HOW TO CREATE AN AMAZING CLASSROOM ENVIRONMENT

Linda Aston • M-12

Come to this session to learn how to create a warm welcoming environment that supports children's literacy, language, and social development.

Learning Environments, Planning Framework, Curriculum, and Standards

interest session 7 THURSDAY 8:00-9:30am

FROM COO TO CODE IN THE BABY'S FIRST YEARS: NEWS FROM THE CRIB ON LANGUAGE DEVELOPMENT

Roberta Golinkoff • SALON C

Language acquisition is an amazing feat. Within the span of the first three years of life, children are telling stories, talking on the phone, and conversing with strangers. Embedded as it is in social interaction and an ever-changing world, infants must segment the world and the language stream before they can map words onto concepts. This talk highlights new findings from the crib in our understanding of this process in the first two years of life.

Child Growth and Development

FROM THE EARLY CHILDHOOD DATA SYSTEM TO PUBLIC REPORTS

Howard Morrison • SALON D

Learn about the Early Childhood Data System and the importance of a quality data collection. Discover the reports that are available addressing data at the state, district and campus-level, as well as how to use them in your community.

Observation and Assessment

TEACHER, TEACHER, HOW DOES YOUR GARDEN GROW?

Paula Barnes • M-1

Kindhearted, compassionate, receptive; these are all words that might describe your teaching style. How about determined, intense and persistent? These are attributes of a purposeful teacher. We often consider ourselves to be warm and responsive, but are often not deliberate and intentional when interacting with children. This session will help you to recognize the traits you exhibit in the classroom with children and to build on your strengths as you guide children's play and learning.

Responsive Interactions and Guidance

SCAFFOLDING PHONOLOGICAL AWARENESS

Francisco Razo • M-2

This session will focus on helping teachers become more fluent in scaffolding students up and down the phonological awareness continuum. Teachers will gain a deep understanding of the phonological awareness skills continuum and the spectrum of complexity from receptive to productive. Teachers will learn how to scaffold up or down to keep students in their zone of proximal development in the context of phonological awareness instruction. This session is a repeat of Wed @ 1:00pm.

Supporting Skill Development

THINK, EXPLORE, DISCOVER, AND LEARN

Susan Robertson • M-3

Young children are naturally curious and learn in different ways. Exploration and fun hands-on activities will challenge your children's minds and help them build skills. In this session, participants will be introduced to activities and learning centers that will accommodate different learning styles to encourage and foster curiosity and critical thinking skills.

Supporting Skill Development

SING LETTERS & DANCE SOUNDS

Lakeshia Dorsey • M-4

Are you a teacher looking for creative ways to integrate fun into your curriculum? If yes, register to experience the magic of learning as we sing our alphabet and dance our sounds. This hands-on literacy experience will provide you with tips and tricks to teach and assess alphabetic knowledge in young children.

Supporting Skill Development

interest session 7 THURSDAN 8:00-9:30am

BEING OPEN-MINDED ABOUT OPEN-ENDED MATERIALS

Matthew Dusza • M-5

This workshop explores how easy, inexpensive, open-ended materials can be a major building block to all areas of learning. Open-ended materials offer limitless options for children to explore, create, manipulate, and be challenged. This workshop shows participants how a program can benefit from using open-ended materials and how these materials can be easily collected and used both indoors and out.

Learning Environments, Planning Framework, Curriculum, and Standards

MAKING CENTERS PURPOSEFUL AND PLAYFUL!

Dhara Burke& Denetrice Wiley • M-6

This workshop will review the Super Seven learning centers for preschool classrooms: Library/Listening, Construction, Writer's Corner, ABC/Writing, Creativity Station, Pretend & Learn, and Math/ Science. We will discuss the learning objectives and goals with engaging activities using theme-related materials in a purposeful and playful way.

Learning Environments, Planning Framework, Curriculum, and Standards

EVERYBODY NEEDS A LITTLE R&R

Shedera Morrison • M-7

Put down your worksheets and learn to keep your students authentically engaged and begging for more learning activities every day. Rhythm and rhyme are proven to stimulate our brains and enrich language development. Research shows a strong correlation between rhyming and reading preparedness. Come learn ways to incorporate rhythm and rhyme daily. These activities will help you maximize learning time, improve students' phonemic awareness skills, and increase students' retention of academic content. Join the fun!

Learning Environments, Planning Framework, Curriculum, and Standards

LET'S GET PHYSICAL WITH ZOO-PHONICS!

Dana Schuetze • M-8

A Zoo-phonics workshop session will enable you to teach children how to lock the sounds and shapes of the alphabet into memory through a body movement that directly relates to the animal/letter. Experience how our animal friends can help you teach phonemic awareness and phonics efficiently using a multisensory approach. Participants will be given the opportunity to participate in the physical aspect of this unique methodology. We will demonstrate how to incorporate Zoo-phonics throughout your day and into literacy centers. This will be a fun and active session using music and movement.

Learning Environments, Planning Framework, Curriculum, and Standards

SELF-REGULATION AND MOVEMENT: IS THERE REALLY A MIND-BODY CONNECTION?

Janelle Montroy • M-9



This session focuses on cutting-edge research suggesting that one of the best ways to help children practice and learn self-regulation

skills is through engaging the mind and the body together. Practical applications for the classroom will be discussed.

Responsive Interactions and Guidance



closing keynote THURSDAY 10:30-11:30am

NEVER GROW UP!

Jean Feldman • GRAND HALL



Come sing, dance, play, and remember how joyful it can be to teach young children because we never have to grow up!

Highlights will include:

- Rise and shine with a smile and a tune
- Tricks to focus children's attention
- Singing and dancing standards
- · Cheers and brain breaks to lighten your load

Learning Environments, Planning Framework, Curriculum, and Standards

CERTIFICATES

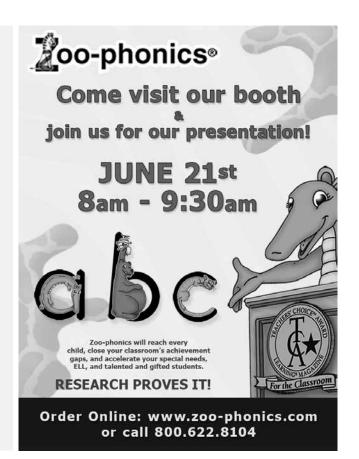
Your certificate for clock hours is on the back inside cover of this program. Please be sure to pick up a sticker at the end of each session you attend. Place the sticker in the appropriate place on the certificate; this will indicate your attendance in the session. Please do not lose your program as we cannot verify your attendance and therefore cannot replace your certificate.



CPES

CPEs will be offered through the UTHealth Science Center (public school teachers only). Please use the camera function of a

smartphone or tablet to scan the QR code for each session, available through the session's facilitator. After scanning the QR code, you will complete a brief survey; repeat this process for every session you attend. A CPE certificate that includes all the sessions for which you completed surveys will be emailed by July 15, 2018.



HAPPY BIRTHDAY CHILDREN'S LEARNING INSTITUTE!





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EXHIBITORS

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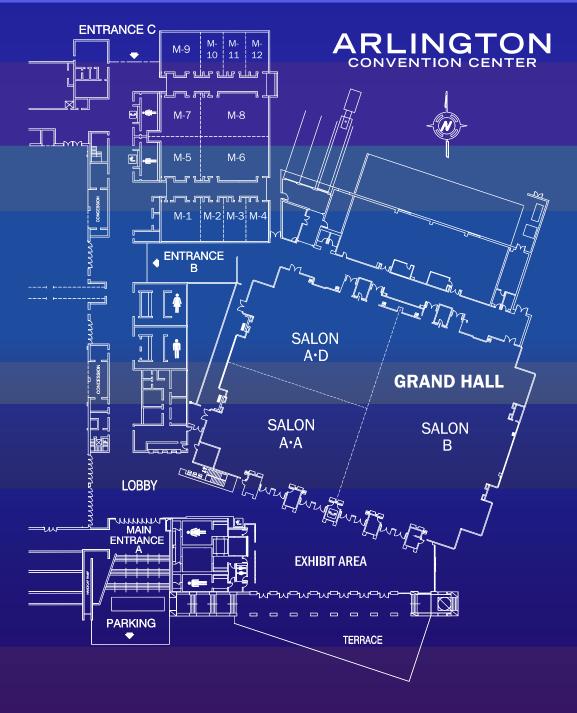
OFFICIAL CERTIFICATE OF ATTENDANCE

I, _______ (print name), hereby certify that I attended the following sessions at the 8th Annual Texas School Ready Early Childhood Summer Institute in Arlington, Texas, on June 19-21, 2018. I understand that this certificate for clock hours is not valid without stickers obtained at the conclusion of each session I attended (excepting the general sessions indicated below). I understand I will not be issued replacement stickers or certificates.

Signature: _____

Submission for Continuing Professional Education (CPE) credits: This certificate provides clock hours only. If you need an official CPE certificate (public school teachers only), please use the camera function of a smartphone or tablet to scan the QR code for each session, available through the session's facilitator. After scanning the QR code, you will complete a brief survey; repeat this process for every session you attend. A CPE certificate that includes all the sessions for which you completed surveys will be emailed (to the email address you provide) by July 15, 2018.

8:00 - 9:30AM	10:00 - 11:30AM	1:00 - 2:30PM	3:00 - 4:30PM			
TUESDAY						
Opening Keynote	Interest Session 1	Interest Session 2	Interest Session 3			
Official Sticker (1.5 hours)	PLACE STICKER HERE	PLACE STICKER HERE	PLACE STICKER HERE			
	WEDNESDAY					
Interest Session 4 PLACE STICKER HERE	Plenary Session *Official Sticker* (1.5 hours)	Interest Session 5 PLACE STICKER HERE	Interest Session 6 PLACE STICKER HERE			
THURSDAY						
Interest Session 7 PLACE STICKER HERE	PLACE STICKER Closing Keynote Count the total number of hours you attended and indicate this number below.					



NOTE: Some events will be held at the Sheraton Arlington Hotel in the 'Super Bowl' and 'Triple Crown' rooms.