

## Multi-Topic

<b>Resilience: Mapping a Journey to Promote Social and Emotional Competence</b>	
<b>Hours</b>	12
<b>Audience</b>	
<b>Level</b>	Intermediate
<b>Competencies</b>	Multi-topic, including Promoting Social Emotional Development, Curriculum/Environment, and Working with Families
<b>Description</b>	Research shows that resilience (having the ability to overcome challenges) allows children and adults to develop a greater sense of self-esteem, develop cognitively and emotionally, and continue moving forward in life. It is key to bouncing back from trauma and difficulty. The four part series examines practices that reduce challenging behaviors in children by embedding self-regulation, initiative and attachment into the curriculum, recognizing and building these skills that enhance children's social and emotional health. There are supports for working with families, and developing collaboration, conflict resolution skills, and reflective practice. The overarching goal is resilient children, families and staff. This workshop was created through a collaboration with the Devereux Foundation (creators of FLIP It! and Your Journey Together).
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<b>Creating a Plan for Action: Building on Quality 1 &amp; 2</b>	
<b>Hours</b>	6
<b>Audience</b>	
<b>Level</b>	Intermediate
<b>Competencies</b>	Multi-topic
<b>Description</b>	Creating a Plan for Action: Building on Quality is a required professional development experience for all new DE Stars programs. The two 3-hour sessions introduce DE Stars programs to the vocabulary, tools, and systems they need to know to fully engage in DE Stars. Participants will learn about the continuous quality improvement process, the standards used in DE Stars, and how to use reflection to create a plan for action that results in increasingly higher levels of quality.
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## Promoting Social Emotional Development

<b>FLIP It! Flipping the Challenging Behavior</b>	
<b>Hours</b>	6
<b>Audience</b>	
<b>Level</b>	Intermediate
<b>Competencies</b>	Promoting Social Emotional Development
<b>Description</b>	Participants will learn and practice a four step process for children to identify feelings, learn healthy limits, learn self-control and choose socially responsible actions. Participants will learn how to respond positively to everyday challenging behaviors in children 3-8 years of age.

- Public
- Private
- On-site
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### Supporting Relationships in Mixed Age Environments

<b>Hours</b>	6
<b>Audience</b>	
<b>Level</b>	Introductory
<b>Competencies</b>	Promoting Social/Emotional Development
<b>Description</b>	This workshop helps educators learn how to develop children’s social emotional competence and relationship building skills with children of various ages in one setting. Family childcare providers, school age teachers, and those who work with children of multiple ages in one setting will explore how to incorporate strategies and activities to help prevent conflict among children, deepen their relationships with each other, and instill social emotional skills that will benefit children throughout their lives.
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### Positive Behavior Management

<b>Hours</b>	6
<b>Audience</b>	
<b>Level</b>	Intermediate
<b>Competencies</b>	Promoting Social/Emotional Development
<b>Description</b>	Positive Behavior Management supports the practice that managing behaviors with children means taking the role of authority in a program or classroom in a way that focuses on positive behavior and on strengthening children’s skills to encourage appropriate and developmental learning. The view presented is looking at the children through a lens of “whole child” rather than on isolated behaviors. This workshop uses case studies of children to help participants learn to focus on prosocial skills, supporting children to internalize regulation, to connect emotions and behaviors, and to be proactive in teaching children in relationship based ways about behaviors and consequences.
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<b>Title</b>	
<b>Hours</b>	
<b>Audience</b>	
<b>Level</b>	
<b>Competencies</b>	
<b>Description</b>	
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<b>Title</b>	
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<b>Competencies</b>	

<b>Description</b>	
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## Environment and Curriculum

<b>Integrating the Early Learning Foundations (ELFs) into Daily Experiences</b>	
<b>Hours</b>	3
<b>Audience</b>	
<b>Level</b>	Introductory
<b>Competencies</b>	Environment and Curriculum
<b>Description</b>	For those who have taken the Early Learning Foundations workshop, who have incorporated the ELFs into planning and are familiar with them. This workshop will coach participants through the planning process and through reflective practice as a way to consider long-term planning, setting and meeting goals, and assessing plans that embeds the ELFs into all areas of learning. Participants can expect to engage in evaluative and reflective ways, and to appraise activities for application into programs.
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<b>Play for Development and Learning</b>	
<b>Hours</b>	6 workshop hours, 4 PLUS coaching hours
<b>Audience</b>	
<b>Level</b>	Intermediate workshop, Advanced coaching sessions
<b>Competencies</b>	Environment and Curriculum
<b>Description</b>	Play is a medium for learning and development, and children develop an understanding of the world through play. Participants will: learn about the value and the importance of play in child learning and development; learn about the characteristics and theoretical base of play and learn to distinguish play from other similar behaviors; and learn about guided play techniques and how to link learning outcomes, such as literacy, through play-based intervention.
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<b>Transitions</b>	
<b>Hours</b>	3
<b>Audience</b>	
<b>Level</b>	Introductory
<b>Competencies</b>	Environment and Curriculum
<b>Description</b>	Transitioning between activities in an early childhood classroom can be the most difficult and stressful time of the day for both teachers and children. In this workshop explore various strategies, techniques, and routines that make transitions more efficient and enjoyable for everyone involved. Participants will leave with practical ideas on how to turn transitions into valuable teachable moments and give children the opportunity to practice independence.
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- On-site
- PLUS

### Kindergarten Readiness

<b>Hours</b>	3
<b>Audience</b>	
<b>Level</b>	Intermediate
<b>Competencies</b>	Environment and Curriculum
<b>Description</b>	Kindergarten readiness is a hotly debated topic and remains an elusive concept. Yet there is data in Delaware that will support providers and programs in making informed decisions about planning that prepares children for school. In this workshop, participants will examine the data and its implications for planning, as well as characterize skills children will need in order to succeed. It includes information about the Delaware Kindergarten landscape as it exists now.
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### Sing, Dance & Stomp

<b>Hours</b>	3
<b>Audience</b>	
<b>Level</b>	Introductory
<b>Competencies</b>	Environment and Curriculum
<b>Description</b>	Based on the Early Learning Foundations (Creative Expression Domain), this workshop invites you to sing, dance and stomp your way to bringing more music and movement into your class. Learn how to incorporate music and movement into transitions and everyday activities to make learning fun for you and your students!
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### Supporting Sensory Learning: Infants, Toddlers, and Beyond

<b>Hours</b>	3
<b>Audience</b>	
<b>Level</b>	Introductory
<b>Competencies</b>	Environment and Curriculum
<b>Description</b>	Participants in this workshop will have an opportunity to discuss current research about sensory learning and its value to a child's development. Many activities and ideas are presented for integrating sensory learning into everyday routines and play.
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### Visual Arts

<b>Hours</b>	3
<b>Audience</b>	
<b>Level</b>	Introductory
<b>Competencies</b>	Environment and Curriculum

<b>Description</b>	Everyone has different tastes and styles in art, but it can be an amazing means of self-expression as well as a useful tool assessment. Creative expression through visual arts is personal and reflective of personalities and learning. This workshop is fun and creative and will help early childhood professionals look at art in new ways, teaching them to promote self-expression and learning in children.
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<b>Applying the Early Childhood Environment Rating Scales- ECERS-R</b>	
<b>Hours</b>	4
<b>Audience</b>	
<b>Level</b>	Introductory
<b>Competencies</b>	Environment and Curriculum
<b>Description</b>	This session will introduce participants to the Early Childhood Environment Rating Scale (ECERS-R). Participants will learn how to use this assessment tool for quality improvement in an early childhood classroom.
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<b>Applying the Infant/Toddler Environment Rating Scales- ITERS-R</b>	
<b>Hours</b>	4
<b>Audience</b>	
<b>Level</b>	Introductory
<b>Competencies</b>	Environment and Curriculum
<b>Description</b>	This session will introduce participants to the Infant Toddler Environment Rating Scale (ITERS-R). Participants will learn how to use this assessment tool for quality improvement in an infant toddler classroom.
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<b>Applying the Family Child Care Environment Rating Scales-FCCERS-R</b>	
<b>Hours</b>	4
<b>Audience</b>	
<b>Level</b>	Introductory
<b>Competencies</b>	Environment and Curriculum
<b>Description</b>	This session will introduce participants to the Family Child Care Environment Rating Scale (FCCERS-R). Participants will learn how to use this assessment tool for quality improvement in a family or large family child care program
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## Observation and Assessment

<b>Child Assessment for Teachers: The Power of Practice</b>	
<b>Hours</b>	6
<b>Audience</b>	
<b>Level</b>	Introductory
<b>Competencies</b>	Observation and Assessment
<b>Description</b>	Child Assessment for Teachers: The Power of Practice professional development event is the first of three assessment modules that are designed to support teachers' understanding of the comprehensive assessment system, and its relationship to children's learning. This module, Part One, focuses on an overview of the types and purposes of assessment and the four parts of the assessment cycle. The series pays particular attention to the practice of observation and planning and the understanding and use of child assessment as part of instructional practice.
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<b>Advanced Assessment for Teachers: Purposeful Planning</b>	
<b>Hours</b>	6
<b>Audience</b>	
<b>Level</b>	Advanced
<b>Competencies</b>	Observation and Assessment
<b>Description</b>	The Delaware Institute for Excellence in Early Childhood Professional Development Department is proud to introduce: Purposeful Planning, an advanced assessment course designed to build on prior assessment courses (this is the third course of the assessment series). This workshop will address how teachers can collect, analyze, and interpret data to develop meaningful and purposeful plans to support groups of children and individual children. To enhance the process of formative assessment, teachers will learn strategies to analyze the quality of the data and develop strategies to also include multiple forms of data, as well as family and community input to guide planning practices.
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<b>Advanced Assessment for Administrators: Data Driven Decision Making</b>	
<b>Hours</b>	6
<b>Audience</b>	
<b>Level</b>	Advanced
<b>Competencies</b>	Observation and Assessment
<b>Description</b>	The Delaware Institute for Excellence in Early Childhood Professional Development Department is proud to introduce: Data Driven Decision Making, an advanced assessment course designed to build on prior assessment courses (this is the third course of the assessment series). The role of Administrator could be the Program Director, Curriculum Coordinator, Family Childcare Owner/Provider, or Administrator. This workshop will address how administrators can identify multiple sources of data for use in supporting and developing sustainable programmatic goals, supporting teachers in their assessment practices and including families in the assessment process.
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Implementing Teaching Strategies Gold	
<b>Hours</b>	6
<b>Audience</b>	
<b>Level</b>	Intermediate
<b>Competencies</b>	Observation and Assessment
<b>Description</b>	This workshop teaches participants to use the TSI Gold, a validated and reliable observational system. This assessment tool is an ongoing and authentic way to assess children birth through kindergarten including children with special needs. This is a private workshop which is currently only being offered to participants selected by their Stars TA's. We are looking for early childhood educators from Star 4 or 5 programs who will be able to implement these practices immediately after participating in the workshop. This workshop supports Stars Standard: • LO3- Program implements a formative child assessment for all infants, toddlers, and preschoolers a minimum of two times each year and a developmental youth assessment for school-age children/youth annually.
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## Management and Administration

Leadership	
<b>Hours</b>	4
<b>Audience</b>	
<b>Level</b>	Advanced
<b>Competencies</b>	Management and Administration
<b>Description</b>	Directors and administrators who are able to distinguish between leadership and management tend to be more successful in business and staff development. Topics in this workshop include characteristics and essential qualities of being a successful leader, what leadership looks like in early childhood, and aspects of team building and strategic planning.
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Play for Admin...	
<b>Hours</b>	
<b>Audience</b>	
<b>Level</b>	
<b>Competencies</b>	
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