

## Multi-Topic

| <b>Resilience: Mapping a Journey to Promote Social and Emotional Competence</b>   |   |
|---|---|
| <b>Hours</b>  | 12  |
| <b>Audience</b>   | All Early Childhood Professionals   |
| <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). |
| <input checked="" type="checkbox"/> <b>Public</b><br><input type="checkbox"/> <b>Private</b><br><input type="checkbox"/> <b>On-site</b><br><input type="checkbox"/> <b>PLUS</b> |   |

| <b>Creating a Plan for Action: Building on Quality 1 &amp; 2</b>  |  |
|---|--|
| <b>Hours</b>  | 6  |
| <b>Audience</b>   | All Early Childhood Professionals  |
| <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. |
| <input type="checkbox"/> <b>Public</b><br><input checked="" type="checkbox"/> <b>Private</b><br><input type="checkbox"/> <b>On-site</b><br><input type="checkbox"/> <b>PLUS</b> |  |

## Promoting Social Emotional Development

| <b>FLIP It! Flipping the Challenging Behavior</b>  |   |
|--|---|
| <b>Hours</b>   | 6   |
| <b>Audience</b>  | ECE Preschool and Administrative Professionals  |
| <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. |
| <input checked="" type="checkbox"/> <b>Public</b><br><input type="checkbox"/> <b>Private</b><br><input checked="" type="checkbox"/> <b>On-site</b><br><input type="checkbox"/> <b>PLUS</b> |   |

| <b>Supporting Relationships in Mixed Age Environments</b>  |  |
|--|--|
| <b>Hours</b>   | 6  |
| <b>Audience</b>  | FCC/LFCC Providers; ECE Professionals serving Mixed Age Groups   |
| <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. |
| <input checked="" type="checkbox"/> <b>Public</b><br><input type="checkbox"/> <b>Private</b><br><input checked="" type="checkbox"/> <b>On-site</b><br><input type="checkbox"/> <b>PLUS</b> |  |

| <b>Positive Behavior: Building on Children's Strengths</b>   |   |
|--|---|
| <b>Hours</b>   | 6   |
| <b>Audience</b>  | All Early Childhood Professionals Working with Children 2 Years and Up  |
| <b>Level</b>   | Intermediate  |
| <b>Competencies</b>  | Promoting Social/Emotional Development  |
| <b>Description</b>   | Positive Behavior is a common goal of early childhood programs and one that succeeds by focusing on the strengths of children in a developmentally appropriate way. This workshop gives participants an opportunity to examine and practice specific strategies and actions that support the positive behavior of children in a way that reduces challenging behavior. It is oriented toward building relationships with caregivers and between children in ways that are culturally responsive and that build diverse communities. |
| <input checked="" type="checkbox"/> <b>Public</b><br><input type="checkbox"/> <b>Private</b><br><input checked="" type="checkbox"/> <b>On-site</b><br><input type="checkbox"/> <b>PLUS</b> |   |

## Integrating the Early Learning Foundations into Daily Experiences (Formerly ELFs 2.0)

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| <b>Hours</b>   | 3  |
| <b>Audience</b>  | All Early Childhood Professionals; Pre-requisite “Implementing Early Learning Foundations”   |
| <b>Level</b>   | Introductory   |
| <b>Competencies</b>  | Environment and Curriculum   |
| <b>Description</b>   | For those who have taken Implementing the Early Learning Foundations workshop, who have incorporated the ELFs into planning and are familiar with them. Participants will walk through the planning process and use reflective practice as a way to consider long-term planning, setting and meeting goals, and assess plans that embed the ELFs into all areas of learning. Participants can expect to engage in evaluative and reflective practices, and to appraise activities for application into programs. |
| <input checked="" type="checkbox"/> <b>Public</b><br><input type="checkbox"/> <b>Private</b><br><input checked="" type="checkbox"/> <b>On-site</b><br><input type="checkbox"/> <b>PLUS</b> |  |

## Play for Development and Learning

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|---|---|
| <b>Hours</b>  | 6 workshop hours, 4 PLUS coaching hours   |
| <b>Audience</b>   | Preschool Professionals   |
| <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 in this workshop 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. |
| <input checked="" type="checkbox"/> <b>Public</b><br><input type="checkbox"/> <b>Private</b><br><input checked="" type="checkbox"/> <b>On-site</b><br><input checked="" type="checkbox"/> <b>PLUS</b> |   |

## Transitions

|  |   |
|--|---|
| <b>Hours</b>   | 3   |
| <b>Audience</b>  | Preschool & Infant/Toddler Professionals  |
| <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. |
| <input checked="" type="checkbox"/> <b>Public</b><br><input type="checkbox"/> <b>Private</b><br><input checked="" type="checkbox"/> <b>On-site</b><br><input type="checkbox"/> <b>PLUS</b> |   |

## Kindergarten Readiness

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|--|--|
| <b>Hours</b>   | 3  |
| <b>Audience</b>  | All Early Childhood Professionals  |
| <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. |
| <input checked="" type="checkbox"/> <b>Public</b><br><input type="checkbox"/> <b>Private</b><br><input checked="" type="checkbox"/> <b>On-site</b><br><input type="checkbox"/> <b>PLUS</b> |  |

## Sing, Dance & Stomp

|  |   |
|--|---|
| <b>Hours</b>   | 3   |
| <b>Audience</b>  | All Early Childhood Professionals   |
| <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! |
| <input checked="" type="checkbox"/> <b>Public</b><br><input type="checkbox"/> <b>Private</b><br><input checked="" type="checkbox"/> <b>On-site</b><br><input type="checkbox"/> <b>PLUS</b> |   |

## Supporting Sensory Learning: Infants, Toddlers, and Beyond

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|--|---|
| <b>Hours</b>   | 3   |
| <b>Audience</b>  | All Early Childhood Professionals   |
| <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. |
| <input checked="" type="checkbox"/> <b>Public</b><br><input type="checkbox"/> <b>Private</b><br><input checked="" type="checkbox"/> <b>On-site</b><br><input type="checkbox"/> <b>PLUS</b> |   |

## Visual Arts

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|--|--|
| <b>Hours</b>   | 3  |
| <b>Audience</b>  | All Early Childhood Professionals  |
| <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 assessment tool. 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 and its value in cognitive development. |
| <input checked="" type="checkbox"/> <b>Public</b><br><input type="checkbox"/> <b>Private</b><br><input checked="" type="checkbox"/> <b>On-site</b><br><input type="checkbox"/> <b>PLUS</b> |  |

## Applying the Early Childhood Environment Rating Scales- ECERS-R

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|--|--|
| <b>Hours</b>   | 4  |
| <b>Audience</b>  | Preschool Professionals  |
| <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. |
| <input type="checkbox"/> <b>Public</b><br><input checked="" type="checkbox"/> <b>Private</b><br><input checked="" type="checkbox"/> <b>On-site</b><br><input type="checkbox"/> <b>PLUS</b> |  |

## Applying the Infant/Toddler Environment Rating Scales- ITERS-R

|  |  |
|--|--|
| <b>Hours</b>   | 4  |
| <b>Audience</b>  | Infant/Toddler Professionals   |
| <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. |
| <input type="checkbox"/> <b>Public</b><br><input checked="" type="checkbox"/> <b>Private</b><br><input checked="" type="checkbox"/> <b>On-site</b><br><input type="checkbox"/> <b>PLUS</b> |  |

## Applying the Family Child Care Environment Rating Scales-FCCERS-R

|  |   |
|--|---|
| <b>Hours</b>   | 4   |
| <b>Audience</b>  | FCC/LFCC Professionals  |
| <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 |
| <input type="checkbox"/> Public<br><input checked="" type="checkbox"/> Private<br><input checked="" type="checkbox"/> On-site<br><input type="checkbox"/> PLUS |   |

## Applying the School Age Environment Rating Scales-SACERS

|  |   |
|--|---|
| <b>Hours</b>   | 4   |
| <b>Audience</b>  | School Age Professionals  |
| <b>Level</b>   | Introductory  |
| <b>Competencies</b>  | Environment and Curriculum  |
| <b>Description</b>   | This session will introduce participants to the School-Age Care Environment Rating Scale (SACERS). Participants will learn how to use this assessment tool for quality improvement in a school-age program. |
| <input type="checkbox"/> Public<br><input checked="" type="checkbox"/> Private<br><input checked="" type="checkbox"/> On-site<br><input type="checkbox"/> PLUS |   |

## Observation and Assessment

| <b>Child Assessment for Teachers: The Power of Practice</b>  |  |
|--|--|
| <b>Hours</b>   | 6  |
| <b>Audience</b>  | All Early Childhood Professionals  |
| <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. |
| <input checked="" type="checkbox"/> <b>Public</b><br><input type="checkbox"/> <b>Private</b><br><input checked="" type="checkbox"/> <b>On-site</b><br><input type="checkbox"/> <b>PLUS</b> |  |

| <b>Advanced Assessment for Teachers: Purposeful Planning</b>   |   |
|--|---|
| <b>Hours</b>   | 6   |
| <b>Audience</b>  | All Early Childhood Professionals   |
| <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 include multiple forms of data, as well as family and community input to guide planning practices. |
| <input checked="" type="checkbox"/> <b>Public</b><br><input type="checkbox"/> <b>Private</b><br><input checked="" type="checkbox"/> <b>On-site</b><br><input type="checkbox"/> <b>PLUS</b> |   |

| <b>Advanced Assessment for Administrators: Data Driven Decision Making</b>   |  |
|--|--|
| <b>Hours</b>   | 6  |
| <b>Audience</b>  | ECE Administrators   |
| <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. |
| <input checked="" type="checkbox"/> <b>Public</b><br><input type="checkbox"/> <b>Private</b><br><input checked="" type="checkbox"/> <b>On-site</b><br><input type="checkbox"/> <b>PLUS</b> |  |

| <b>Implementing Teaching Strategies Gold</b>   |   |
|--|---|
| <b>Hours</b>   | 6   |
| <b>Audience</b>  | All Early Childhood Professionals   |
| <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. |
| <input type="checkbox"/> <b>Public</b><br><input checked="" type="checkbox"/> <b>Private</b><br><input checked="" type="checkbox"/> <b>On-site</b><br><input type="checkbox"/> <b>PLUS</b> |   |

| <b>Child Assessment for Administrators: Polishing the Lens</b>  |   |
|---|---|
| <b>Hours</b>  | 6   |
| <b>Audience</b>   | ECE Administrators  |
| <b>Level</b>  | Intermediate  |
| <b>Competencies</b>   | Observation and Assessment  |
| <b>Description</b>  | "Child Assessment for Administrators: Polishing the Lens professional development event is the first of three assessment modules that are designed to support administrators' 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 way in which administrators can guide and support teachers' understanding and use of child assessment as part of their instructional practice. |
| <input checked="" type="checkbox"/> <b>Public</b><br><input type="checkbox"/> <b>Private</b><br><input type="checkbox"/> <b>On-site</b><br><input type="checkbox"/> <b>PLUS</b> |   |



## Management and Administration

| <b>Leadership</b>   |   |
|---|---|
| <b>Hours</b>  | 4   |
| <b>Audience</b>   | ECE Administrators  |
| <b>Level</b>  | Advanced  |
| <b>Competencies</b>   | Management and Administration   |
| <b>Description</b>  | 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. The activities lend themselves to building on the Management and Administration competencies of creating positive, supportive work environments and developing strategies to support staff retention. This is a good opportunity to come with administrative support staff and to build strong teams. |
| <input checked="" type="checkbox"/> <b>Public</b><br><input type="checkbox"/> <b>Private</b><br><input type="checkbox"/> <b>On-site</b><br><input type="checkbox"/> <b>PLUS</b> |   |