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2017

# Professional Learning Institute

San Francisco, California | June 11–14



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**Pearson**



New name, same great conference  
**2017 Professional Learning Institute**

Sign up for event updates and news alerts at  
**NAEYC.org/institute**



**National Association for the Education of Young Children**

1313 L Street NW, Suite 500, Washington, DC 20005-4101

202-232-8777 | 800-424-2460

NAEYC.org #naeycINST

NAEYC is a high-performing, inclusive organization, and we encourage the exchange of diverse opinions at the 2017 NAEYC Professional Learning Institute. It is important for Institute attendees to recognize that the ideas presented at the Institute do not necessarily reflect NAEYC's official position and NAEYC assumes no responsibility for any statement of fact or opinion presented at the Institute. NAEYC does not endorse the products or services of any Institute advertiser, exhibitor, or sponsor.

# Welcome, Early Childhood Professionals and Leaders!

## Dear Institute Participants,

Our time is now.

On behalf of our entire NAEYC team, we would like to welcome you to the 2017 Professional Learning Institute.

This year, we have our work cut out for us. We're in a season of unprecedented change, and we need to lead the charge for the early childhood education profession. How will we ensure that our nation's youngest learners receive equitable opportunities and reach their full potential?

In the face of such important issues, two things are certain: We cannot do it alone, and we need to act now. As your professional membership organization and the leading early childhood association, we have a commitment to elevate our collective voices through public policy and advocacy work on behalf of the young children we represent. We need your participation if we are to succeed.

We dive into this year's focus on elevating the early learning profession with a new, FREE pre-Institute workshop—Power to the Profession Boot Camp—where you'll connect with other professionals to build on the knowledge and practice the skills you need to advocate for early childhood educators everywhere.

We are especially excited about the rich content offerings planned for this year's event.

Our Opening Plenary Session will challenge you to think outside the box, as Stacie G. Goffin leads a panel discussion on the path other professions have taken toward defining and advancing their fields. By investigating the nursing and architecture fields, we will learn how early childhood educators can elevate our field and harness our collective expertise to increase our effectiveness in teaching and nurturing the youngest learners.

The Research Symposium is your opportunity to connect critical research to policy and practice that affect you and your work. Highlights include conversations with experts regarding what we know and don't know about our workforce; how to help educators and advocates navigate systems change at the state level; and how to increase diversity by looking to research-based solutions from inside and outside our field.

We cannot do it without you. The work we accomplish and the conversations we have at this year's Institute during these and other sessions will lay the groundwork for defining the profession in new and exciting ways.

We are so glad you're here.

Sincerely,



Tammy L. Mann  
NAEYC Governing Board President



Rhian Evans Allvin  
NAEYC Chief Executive Officer



Tammy L. Mann



Rhian Evans Allvin

## NAEYC Governing Board

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# Schedule of Events and Sponsors

## 2017 Schedule of Events

### Saturday, June 10

8:30 a.m.–4:00 p.m. & ..... Pre-Institute Workshops  
(Preregistration required)  
12:00 noon–4:00 p.m.  
9:00 a.m.–5:00 p.m. .... Institute Registration

### Sunday, June 11

7:00 a.m.–6:00 p.m. .... Institute Registration  
8:45–10:15 a.m. .... Opening Plenary Session  
10:45 a.m.–12:45 p.m. .... Sessions  
12:00 noon–3:30 p.m. .... NAEYC Exhibit Hall  
NAEYC Shop  
12:45–2:00 p.m. .... Lunch Break  
2:00–4:00 p.m. .... Sessions  
4:30–5:30 p.m. .... Sessions  
5:30–7:00 p.m. .... Exhibit Hall Networking  
Reception  
5:45–7:00 p.m. .... Research Poster Session

### Monday, June 12

7:00 a.m.–3:00 p.m. .... Institute Registration  
8:00–10:00 a.m. .... Sessions  
10:00 a.m.–5:00 p.m. .... NAEYC Exhibit Hall  
NAEYC Shop  
Exhibit Hall Presentations  
10:45 a.m.–12:45 p.m. .... Sessions  
12:45–2:00 p.m. .... Lunch Break  
2:00–4:00 p.m. .... Sessions  
4:00–4:45 p.m. .... Happiest Hour in the  
Exhibit Hall  
4:45–5:45 p.m. .... Sessions

### Tuesday, June 13

7:00 a.m.–12:00 noon .... Institute Registration  
8:00–10:00 a.m. .... Sessions  
10:00 a.m.–3:00 p.m. .... NAEYC Exhibit Hall  
NAEYC Shop  
Exhibit Hall Presentations  
10:45 a.m.–12:45 p.m. .... Sessions  
12:45–2:00 p.m. .... Lunch Break  
2:00–2:45 p.m. .... Happiest Hour  
in the Exhibit Hall  
2:00–4:00 p.m. .... Sessions  
4:30–5:30 p.m. .... Sessions

### Wednesday, June 14

8:00–10:00 a.m. .... Sessions  
10:30 a.m.–12:00 noon .... Closing Plenary Session

## 2017 Institute Sponsors

NAEYC thanks the following **Institute Sponsors** for their generous support.

### Year-Round Silver Sponsor

**WALDEN UNIVERSITY**  
*A higher degree. A higher purpose.*

### Platinum Sponsor



### Gold Sponsors



### Silver Sponsors



## Session location

Sessions take place at the San Francisco Marriott Marquis (780 Mission Street, San Francisco, CA 94103).

## Institute Registration and *Final Program* pick-up

The Institute badge—which permits admission to sessions and to the Exhibit Hall—was mailed in advance to attendees and presenters who registered by May 10, 2017. Those who registered after May 10 must bring their registration receipt to Institute Registration, on Lower B2 Level in North Registration of the San Francisco Marriott Marquis, to pick up their badge. On-site registration will be available to those who did not preregister. If you did register, you can pick up your copy of the *Institute Final Program* anytime during registration hours.

### Registration hours are

Saturday, June 10 ..... 9:00 a.m.–5:00 p.m.  
Sunday, June 11 ..... 7:00 a.m.–6:00 p.m.  
Monday, June 12 ..... 7:00 a.m.–3:00 p.m.  
Tuesday, June 13 ..... 7:00 a.m.–12:00 noon

## NAEYC Headquarters

NAEYC Headquarters will be in the San Francisco Marriott Marquis on B2 Level in Juniper.

## NAEYC Shop

**San Francisco Marriott Marquis  
Lower B2 Level, Yerba Buena Ballroom  
Salons 7/8/9**

NAEYC publications are available for browsing, on-site purchases, and bulk orders—all at member prices.

### NAEYC Shop hours are

Sunday, June 11 ..... 12:00 noon–3:30 p.m.  
and 5:30–7:00 p.m.  
Monday, June 12 ..... 10:00 a.m.–5:00 p.m.  
Tuesday, June 13 ..... 10:00 a.m.–3:00 p.m.

## NAEYC Membership

**San Francisco Marriott Marquis  
Registration Area, Lower B2 Level,  
North Registration**

Want to become an NAEYC member? Visit the NAEYC Membership area and join today!

### Membership hours are

Saturday, June 10 ..... 9:00 a.m.–5:00 p.m.  
Sunday, June 11 ..... 7:00 a.m.–6:00 p.m.  
Monday, June 12 ..... 7:00 a.m.–3:00 p.m.  
Tuesday, June 13 ..... 7:00 a.m.–12:00 noon



## NAEYC is looking for book authors!

Are you writing a book? Do you want to talk with an editor about a book you are interested in writing? Editors from NAEYC's books department are available to meet with you. To schedule an appointment, email Kathy Charner at [kcharner@naeyc.org](mailto:kcharner@naeyc.org).

Submission guidelines are available at [www.naeyc.org/publications/books/writing](http://www.naeyc.org/publications/books/writing).

## NAEYC Exhibit Hall

**San Francisco Marriott Marquis  
Lower B2 Level, Yerba Buena Ballroom  
Salons 7/8/9**

Discover tools, services and demonstrations for implementing new solutions that build on what you learn at Institute. Make sure to pick up your complimentary bag.

### Exhibit Hall hours are

Sunday, June 11 ..... 12:00 noon–3:30 p.m.  
and 5:30–7:00 p.m.  
Monday, June 12 ..... 10:00 a.m.–5:00 p.m.  
Tuesday, June 13 ..... 10:00 a.m.–3:00 p.m.

For safety reasons, we cannot allow children or strollers into the Exhibit Hall. Attendees 18 and older will be permitted.

# Institute Announcements (cont.)

## Research Posters

### San Francisco Marriott Marquis Lower B2 Level, Yerba Buena Ballroom Salons 7/8/9

Stop by the Research Posters to network and exchange ideas with individuals and organizations showcasing effective approaches to professional development, high-quality programs, and new research.

#### Research Posters hours are

Sunday, June 11.....5:45–7:00 p.m.

## Business center

### San Francisco Marriott Marquis B2 Level

Located on the B2 Level, at the bottom of the escalators, the FedEx Office is open daily. Hotel guests' room keys provide 24-hour access. Services include photocopies, facsimile, printing, and computer and laptop workstations with access to high-speed Internet. FedEx Office is staffed 7:00 a.m.–7:00 p.m. daily and provides various printing services and supplies.

## San Francisco Info Desk

### San Francisco Marriott Marquis Lobby Level

The Concierge desk is located on the Lobby Level of the San Francisco Marriott Marquis. A knowledgeable concierge is available to answer questions and assist with restaurant reservations from 7:00 a.m.–10:00 p.m. daily.

## Internet access



Free Wi-Fi is available on the Lobby Level of the San Francisco Marriott Marquis. The network name is Marriott\_PUBLIC. There is no password needed.

## CEUs and University Credits offered

Portland State University will offer Continuing Education Units (CEUs) and University Credit for Institute attendees. Sign up online at [www.pdx.edu/ceed/naeyc](http://www.pdx.edu/ceed/naeyc). Registration will be available ONLY online.

## Continuing Education Units

Conference participants may earn up to two Continuing Education Units (CEUs) (**\$35 fee**). Please note that *prior to attending sessions*, participants will need to either download the documentation form online at [www.pdx.edu/ceed/naeyc](http://www.pdx.edu/ceed/naeyc) or pick up a form at the Registration counters in the San Francisco Marriott Marquis on Lower B2 Level in North Registration. Please visit [www.pdx.edu/ceed/naeyc](http://www.pdx.edu/ceed/naeyc) for more information on CEUs and to sign up.

## University Credit

Conference participants may earn one or two quarter credits (undergraduate CI 410/or Graduate CI 510) (**\$80 for one credit and \$140 for two credits**). Participants must track attendance and complete a final assignment. Please visit [www.pdx.edu/ceed/naeyc](http://www.pdx.edu/ceed/naeyc) for more information on university credit and to sign up.

## Endorsement

NAEYC's Institute encourages the exchange of diverse opinions. It is important for attendees to recognize that the ideas presented do not necessarily reflect NAEYC's official position statements. Moreover, NAEYC assumes no responsibility for any statement of fact or opinion presented at the Institute, nor does acceptance of advertising or exhibits imply endorsement by the Association of any products or services.

## Lost and Found

Please visit the NAEYC Headquarters, San Francisco Marriott Marquis, B2 Level in Juniper, if you have lost an item while attending sessions.

## Final Program organization

The Sunday through Wednesday sessions are described on pages 21 to 87. The program is organized by day, time, and location. The description of each session includes location, time, title, presenters, and track. The track defines the session focus.



### General consent and release for use of image

Registration and attendance at, or participation in, NAEYC meetings and other activities constitutes an agreement for NAEYC, or anyone authorized by NAEYC, to record and use, as NAEYC may desire in its sole and absolute discretion, all recording and reproductions or depictions of such exhibitor's, or attendee's name, likeness, voice, persona, words, actions, and/or biography, which NAEYC may make, including without limitation, the right for NAEYC, or anyone authorized by NAEYC, to use such recordings, reproductions, or depictions in or in connection with any legitimate purposes, including for advertising, publicity, trade, and editorial purposes, at any time in the future in all media now known or hereafter developed, throughout the world.



### Institute Evaluation

#### Your opinion is important to us!

Please remember to complete the **2017 Institute evaluation survey**, which will be sent to you electronically immediately following the Institute. NAEYC sincerely values your feedback, which is used to evaluate the Institute and to plan future NAEYC professional development activities.

## Download the Institute Mobile App!

Stay connected, share photos and status updates, and compete on the famous NAEYC Leaderboard! Download the Institute mobile app today to access great electronic features designed to enhance your conference experience, such as:

- **Mobile session planner**
- **Event alerts and chances to win big prizes**
- **Maps and exhibitor information**
- **And more!**

Search **NAEYC Events** in app stores to download today.

See you on the Leaderboard!



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## Discover San Francisco

**The City by the Bay** has a little something for everyone. With rolling hills, cable cars, and a rich cultural history, San Francisco boasts a bustling arts scene, amazing feats of architecture and engineering, an exploding culinary landscape, and more. Thanks for joining NAEYC in the heart of it all at the **San Francisco Marriott Marquis** in the bustling downtown district south of Market Street.

Nearby, hop over to the famous **Union Square**—the crown jewel of San Francisco shopping districts—to shop, sip, or grab a bite to eat in the heart of downtown. Venture farther toward the Embarcadero to visit the **Exploratorium**, a 21st century learning laboratory you can't miss. More than just a museum, this eye-opening, ever-changing place to explore and tinker will inspire your creativity and ignite your curiosity.

Ready to eat? Visit the famous **Fisherman's Wharf** to enjoy the daily fresh catch, followed by a short walk over to **Ghirardelli Square**, the home of the landmark three-story former chocolate factory. Looking for something with an ethnic twist? San Francisco's **Chinatown** is the oldest such district in the country. With endless food options and colorful shops, there's plenty of excitement to discover.

If you're looking to get out and enjoy the breezy bay air, there's no more quintessential symbol of the Golden State than the mighty **Golden Gate Bridge**. This nearly mile-wide feat of modern engineering traverses the waterway connecting the San Francisco Bay to the Pacific Ocean. Take a stroll, rent a bicycle, or simply soak up the views from the **Presidio of San Francisco**, the bayfront public park and

former military fort at the foot of the bridge. Venture to the eastern shore to visit **Golden Gate Park**, comprising over 1,000 acres of green space (that's even larger than Central Park in New York City!).

History buff? Explore the lives of some of history's most infamous gangsters with a tour of **Alcatraz** in the San Francisco Bay. This island fortress houses the eponymous abandoned federal prison, the site of the oldest operating lighthouse on the West Coast, and early military fortifications. You can also catch some major-league excitement with the **San Francisco Giants** at AT&T Park, where they'll take on the 2015 World Series Champions, the Kansas City Royals, June 13–14.

Of course, the rolling hills of San Francisco's downtown are best viewed from the seat of a historic **Cable Car**. The oldest manually operated streetcar system in the country navigates three lines spanning the city, and holds a coveted spot on the National Register of Historic Places.

With something new around every turn, adventure awaits in the Golden State. We're so glad you're here!

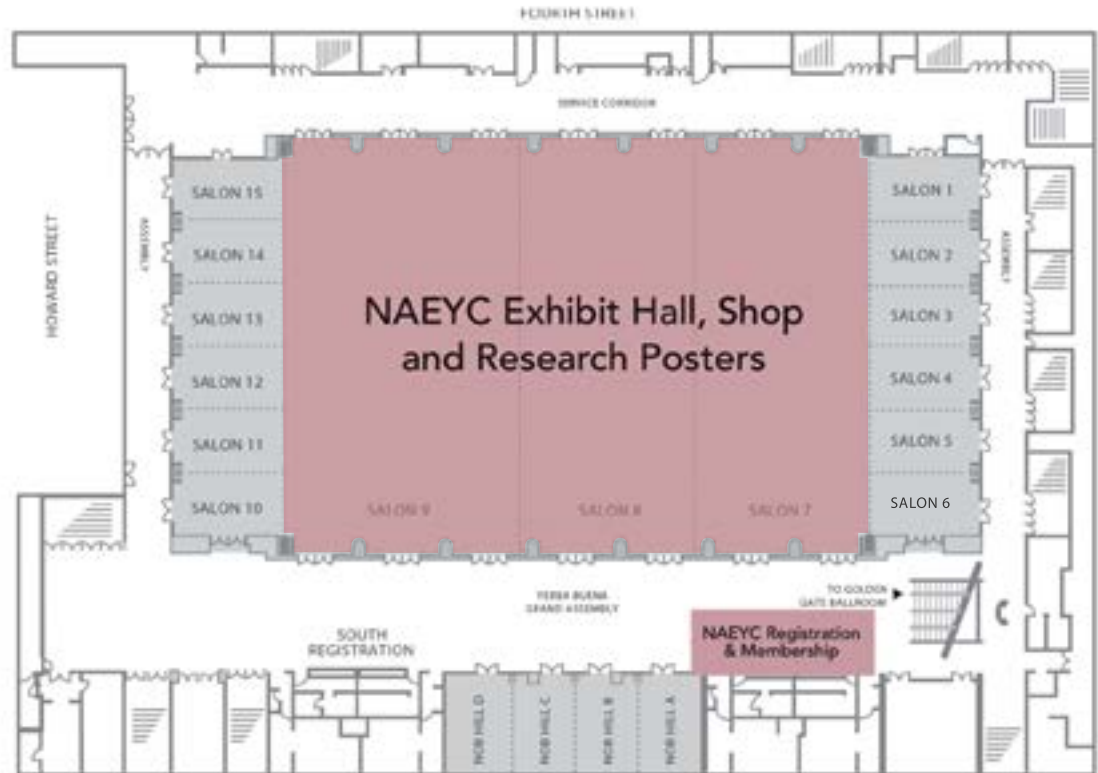


For more information on discovering San Francisco, visit [NAEYC.org/institute/explore](https://naeyc.org/institute/explore)

# San Francisco Marriott Marquis

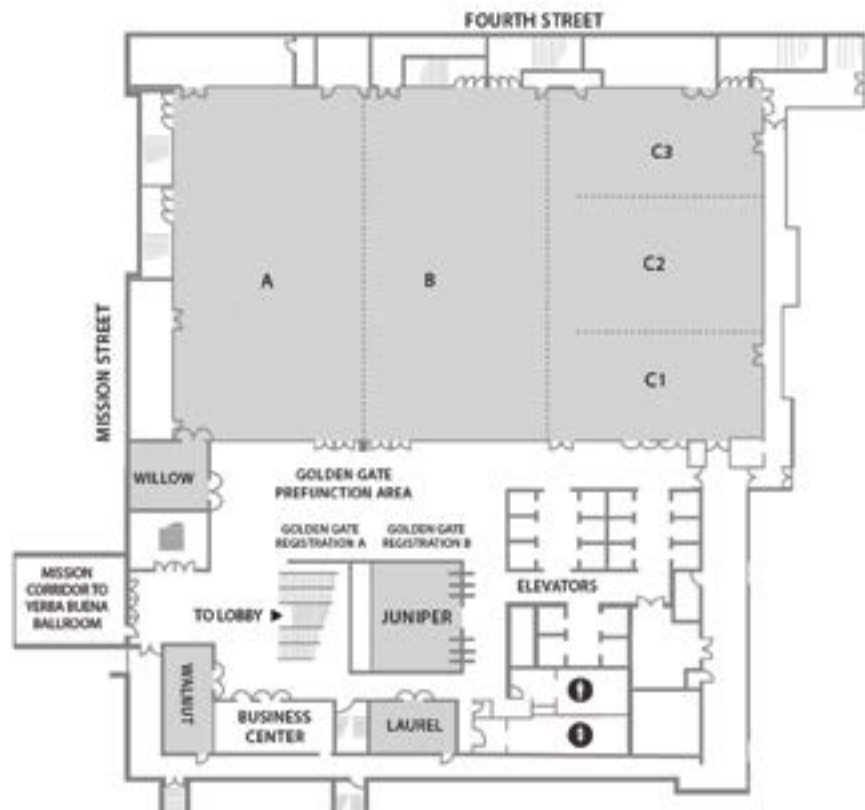
## Yerba Buena Ballroom

Lower B2 Level



## Golden Gate Ballroom

B2 Level



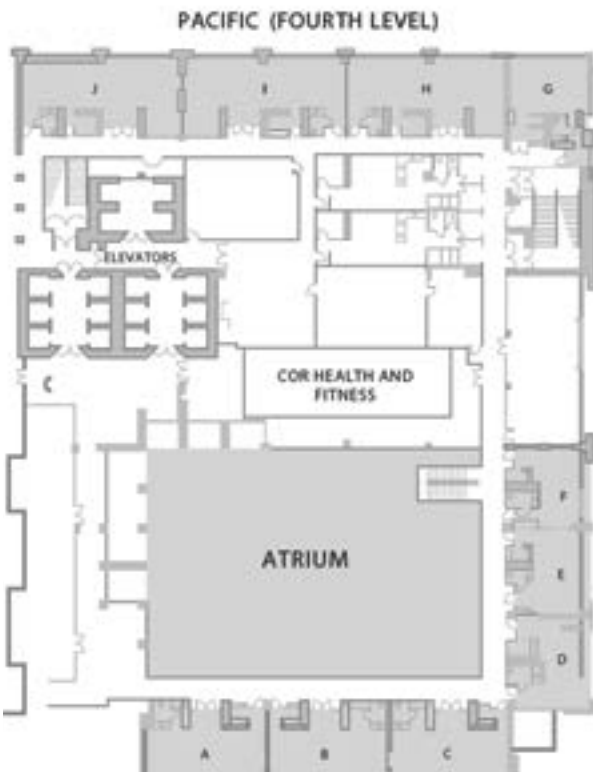
## Foothill Meeting Rooms

### Second Level



## Pacific and Sierra Conference Suites

### Fourth and Fifth Levels





# Twinkle, twinkle, little star. Early learning takes you far.

*World of Wonders*® builds literacy skills for all your early learners, ages 3 to 5, and provides cross-curricular and social-emotional lessons that develop kindergarten readiness. Let us help you create a path to lifelong learning. Explore resources at [mheonline.com/WoWLearners](http://mheonline.com/WoWLearners)

# Visit the Exhibit Hall!

100+ experiences | 65+ exhibitors | 25+ poster sessions

In the Exhibit Hall, you will discover tools, services, and demonstrations for implementing new solutions that build on what you learn at Institute. The Exhibit Hall features daily activities and giveaways, including Sunday's Networking Reception, poster sessions, and Happiest Hour prize drawings.

#### Don't miss opportunities to:

- Try new instructional products
- Preview curriculums and resources
- Win great prizes
- Network with the nation's leading educational consultants
- Enjoy bite-sized learning at the Early Ed Exchange

#### 2017 NAEYC Exhibit Hall Hours:

Sunday, June 11 12:00 noon–3:30 p.m.; 5:30–7:00 p.m.

Monday, June 12 10:00 a.m.–5:00 p.m.

Tuesday, June 13 10:00 a.m.–3:00 p.m.



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For more info, contact Michelle Thomas at (317) 518-9090 or [Michelle.Thomas@e-tcc.com](mailto:Michelle.Thomas@e-tcc.com).

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California Association for the  
Education of Young Children



**CHILDREN'S  
CREATIVITY  
MUSEUM**

# CELEBRATE! PLAY! GROW!

The California Association for the  
Education of Young Children (CAAEYC)  
presents an evening of discovery.

Enjoy a private, after-hours event with  
your fellow colleagues.



**June 13, 2017**

**6:30pm-9:00pm**

**Children's Creativity Museum**

**221 Fourth Street**

**San Francisco, CA 94103**

**\$43 per person**

Visit **[www.caeyc.org](http://www.caeyc.org)** for more  
information and registration details.



# Saturday Pre-Institute Workshops

## Nob Hill A/B/C/D

7:30 a.m.–4:00 p.m.

### NAEYC Affiliate Day

This day is designed for AEYC Affiliate Board members and staff and will focus on nonprofit management, member recruitment and retention strategies, and the new Affiliate Policies, Procedures, and Charter Agreement. An emphasis will be on transitioning to the new Affiliate structure. Attendees will enjoy small interactive sessions facilitated by NAEYC staff, Affiliate leaders, and members of the Affiliate Advisory Council. This event is by invitation only. Please contact Affiliate Relations at [affiliate@naeyc.org](mailto:affiliate@naeyc.org) for additional information or questions.

## Topic–Based Workshops

### Yerba Buena Ballroom Salons 1/2

8:30 a.m.–4:00 p.m.

#### Using Powerful Interactions with adults to promote children's learning and success

**Judy Jablon**, Leading for Children; **Diana Courson**, Arkansas State University; **Nichole Parks**, Arkansas State University.

### Available at the NAEYC Shop!

#### Powerful Interactions

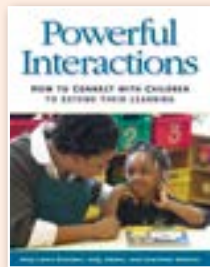
How to Connect with Children  
to Extend Their Learning

How to turn everyday interactions into intentional and purposeful Powerful Interactions

#### Item 245

List \$35

Institute Price \$28



### Yerba Buena Ballroom Salons 5/6

8:30 a.m.–4:00 p.m.

#### Making, tinkering, and engineering in early childhood

**Cate Heroman**, Cate Heroman, LLC; **Luigi Anzivino**, The Exploratorium; **Paige Zittrauer**, Louisiana State University Laboratory School; **Lianna Kal**, The Exploratorium.

## NAEYC Accreditation of Early Childhood Higher Education Programs Workshop

### Foothill G

8:30 a.m.–4:00 p.m.

#### Completing the NAEYC Higher Education Accreditation process

**Megan Woolston**, NAEYC; **Erin Speer Smith**, Johnston Community College.

### Yerba Buena Ballroom Salons 3/4

8:30 a.m.–4:00 p.m.

#### What do we do now? Applying anti-bias principles to support children, families, college students, staff, and programs

**Julie Olsen Edwards**, Cabrillo College; **Louise Derman-Sparks**, independent; **Luis Hernandez**, Western Kentucky University; **Megan Madison**, Brandeis University, Border Crossers; **Debbie LeeKeenan**, Lesley University; **Nadiyah Taylor**, Las Positas College.



# Pre-Institute Workshops

## NAEYC Accreditation of Early Learning Programs Workshops

### Foothill F

8:30 a.m.–4:00 p.m.

**Accreditation 101: Understanding the accreditation process and expectations**

**Meghann Hickey**, NAEYC; **Inette Hunter**, NAEYC.

### Foothill C

8:30 a.m.–4:00 p.m.

**The streamlined accreditation model**

**Susan Hedges**, NAEYC; **Amanda Batts**, NAEYC.

## Half-Day Workshop

### Yerba Buena Ballroom Salons 14/15

12:00 noon–4:00 p.m.

**Power to the Profession boot camp: Share, connect, and gain the resources you need to advance ECE as a profession**

**Katherine Kempe**, NAEYC; **Marica Cox Mitchell**, NAEYC.



### 2017 Webinar Series *Family Engagement*

- ✓ Trending topics by ECE experts
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## Institute Evaluation

### Your opinion is important to us!

Please remember to complete the **2017 Institute evaluation survey**, which will be sent to you electronically immediately following the Institute. NAEYC sincerely values your feedback, which is used to evaluate the Institute and to plan future NAEYC professional development activities.

## Don't forget to check out the Institute App!

Search **NAEYC Events** in app stores to download.



Follow the conversation on Facebook and Twitter using **#naeycINST**.



## Research Symposium Schedule Sunday, June 11–Tuesday, June 13

### Sunday, June 11

#### Golden Gate B

2:00–4:00 p.m.

#### **Digging deep: What parents and professionals know (and don't) about each other and early childhood education**

We know a significant amount about the early childhood workforce—and yet there is so much we still don't know. As we explore the Early Childhood Workforce Index and polling data from surveys of educators and parents, join the conversation about early childhood education and educators at the intersection of data and opinion, thinking about where we are, and where we need to go.

**Lea Austin**, Center for the Study of Child Care Employment; **Marcy Whitebook**, Center for the Study of Child Care Employment; **Dave Metz**, FM3.

### Monday, June 12

#### Golden Gate B

2:00–4:00 p.m.

#### **Keeping and growing diversity in our profession: Research-based solutions from early childhood and other fields**

With intention, innovation and investment, we can ensure that early childhood education is the field that professionalizes while maintaining and growing the diversity that is our hallmark and cornerstone. Let's come together to confront our challenges, scale our successes to date, and learn from other fields that have grappled with their own issues and solutions related to diversity and equity.

**Sue Russell**, T.E.A.C.H. Early Childhood® National Center; **Annis Stubbs**, The Papyrus Group; **Farah Bernier**, Google.

### Tuesday, June 13

#### Golden Gate B

10:45 a.m.–12:45 p.m.

#### **Stop barking up the wrong tree: Learning who controls what for early childhood educators, and how we can make change happen**

Join NAEYC and New America as we share information about a joint research to policy project identifying the key state policies, governance bodies and decision-making processes and positions related to the entire birth through eight workforce. This project will allow us to learn together not about what a given state's policies are, nor what they should be, but rather what the process is for how to change and make progress—and what the implications are for your own state policy and advocacy efforts!

**Laura Bornfreund**, New America; **Lauren Hogan**, NAEYC.



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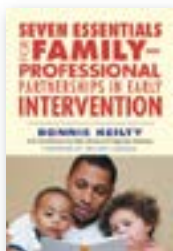
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Mary Louise Hemmeter  
Marilou Hyson  
Mary Jane Maguire-Fong



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# Visit the NAEYC Shop!

In the Exhibit Hall, Yerba Buena Ballroom Salons 7/8/9,  
San Francisco Marriott Marquis

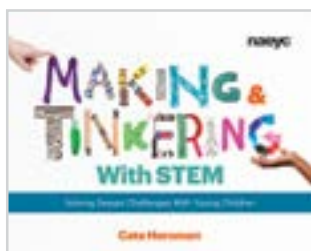
The NAEYC Shop has the latest tools and resources to refresh your professional library. Browse our collection of award-winning books and publications, connect with NAEYC staff, and network with colleagues! Don't forget to download the NAEYC Event App for notifications and alerts on the latest Shop activities, like giveaways and meet and greets!

**New!**

## ***Making and Tinkering with Stem: Solving Design Challenges with Young Children***

Join the maker movement! With 25 classroom-ready engineering design challenges inspired by children's favorite books, educators can seamlessly integrate making and tinkering and STEM concepts into their classrooms.

**Shop Price: \$16.00**

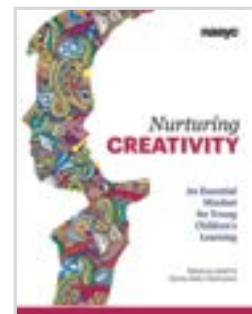


**New!**

## ***Nurturing Creativity: An Essential Mindset for Young Children's Learning***

Creativity is a cornerstone of complex, unconventional thinking, and developing creativity begins at a young age. With this book, early childhood teachers will discover how to tap into and scaffold children's natural curiosity and creative abilities.

**Shop Price: \$24.00**



## 2017 NAEYC Shop Hours:

### **Sunday, June 11**

12:00 noon–3:30 p.m.;  
5:30–7:00 p.m.

### **Monday, June 12**

10:00 a.m.–5:00 p.m.

### **Tuesday, June 13**

10:00 a.m.–3:00 p.m.



**Don't forget to grab gifts for your colleagues at home!**

Purchase NAEYC water bottles, padfolios, earbuds, lapel pins, and much more. Visit the NAEYC Shop to stock up on classic favorites!

## Opening Plenary Session

**They've traveled the road before us:  
Learning from other professions**

**Golden Gate Ballroom**

**8:45–10:15 a.m.**

ECE is on the move! We're moving toward becoming a recognized profession and committing to interacting in consistently competent ways with children and their families. This panel interaction offers us an opportunity to learn from other respected professional fields of practice.

*Overflow seating, if needed, will be available in Yerba Buena Ballroom Salons 1–6.*

*A ticket is required for seating in the main session room.*



**Stacie G. Goffin,**  
Goffin Strategy  
Group LLC



**Michael Monti,**  
Association of  
Collegiate Schools  
of Architecture



**Mary Schumann,**  
George Washington  
University

**10:45 a.m.–12:45 p.m.**

### Foothill C

10:45 a.m.–12:45 p.m.

**Implicit bias: Intent versus impact and the implications for early childhood programs**

We are all biased. It is part of our survival wiring. We act on implicit biases often without realizing it. Our history of slavery, colonialism, and racial inequality has shaped our ideas of fairness and democracy so that our individual experiences of bias impact the world far beyond our personal sphere. Without understanding and interruption of bias, we reproduce conditions of systemic oppression and cultural dominance. Fostering an inclusive mindset helps us recognize biases, understand the connections between bias and injustice, and commit to practices that align to our values.

**Nancy Michael,** AMAZE.

*Diversity & Equity*

### Foothill E

10:45 a.m.–12:45 p.m.

**Powerhouse positive guidance for toddlers: Maximize your influence with strengths-based strategies to turn around behavior struggles and activate success**

Powerhouse positive guidance for toddlers will revitalize coaching, teaching, and parent partnerships with research-based, development-focused strategies that boost language, social-emotional competence, and self-directed behavior regulation. The strengths-based skills empower and equip our most rambunctious, challenging, sensitive, and vulnerable children with competence for success. Meet the unique needs of toddlers with a framework of resilience-promoting, child-centered guidance that will reorient practice and radically change outcomes for children.

**Marie Masterson,** McCormick Center for Early Childhood Leadership.

*Guidance for Children with Challenging Behaviors*



## Foothill F

10:45 a.m.–12:45 p.m.

### Increasing early childhood program quality through virtual communities of practice

Explore and experience unique opportunities for ongoing early childhood educator professional learning, collaboration, and support in best instructional practices offered through virtual communities of practice. Learn about newly piloted statewide virtual communities of practice in Tennessee, and how to create successful virtual communities of practice focused on quality improvement in programs for young children and their families in your own professional communities.

**Darlene Estes-Del Re**, Tennessee State Department of Education.

*Program Quality, Evaluation, and Accountability*

## Foothill G

10:45 a.m.–12:45 p.m.

### Building trust at the speed of light: Using neuroscience to activate trust in coaching, mentoring, and professional development

Do you think trust is something that takes a long time to build or repair? This session will highlight recent neuroscience research on the brain and trust—so you can instantly break through distrust and start building trust. Participants will leave with several tools and strategies they can begin to use immediately to transform coaching, mentoring, and professional development.

**Cassandra O'Neill**, Leadership Alchemy LLC; **Monica Brinkerhoff**, Child-Parent Centers, Inc.

*Professional Development-Technical Assistance  
(Coaching, Mentoring, Consultation)*

## Nob Hill A/B

10:45 a.m.–12:45 p.m.

### High-performing, inclusive organizations: What does that mean and how do we get there?

What does it mean to be a high-performing, inclusive organization? Explore how NAEYC's Strategic Priority of Organizational Excellence can be implemented on a program level. We will reframe the concept of leadership as establishing the conditions to “liberate the energy, imagination, and momentum needed to create the best beyond measure” (Margaret Heffernan). Session includes an overview of research related to the neuroscience of organizational performance, the role of social connectedness, and a deeper examination of inclusiveness in our programs.

**Lauren Peterson**, The Research Institute at Western Oregon University; **Cori Brownell**, The Research Institute at Western Oregon University.

*Leadership*

## Nob Hill C/D

10:45 a.m.–12:45 p.m.

### Moving family engagement into action: Promising practices to support implementation in early learning settings

Identify ways to address common barriers in implementing family engagement in programs by sharing resources from research and from various settings. Engage in a demonstration of the Maryland Family Engagement Toolkit, which offers accessible and field-tested practices that can be used in any type of early learning setting (e.g., infant/toddler programs, child care, pre-K, Head Start). Participate in peer learning opportunities through group discussion.

**Melissa Dahlin**, Center on Enhancing Early Learning Outcomes/EDC; **Susan Mitchell**, AEM Corporation; **Cyndi La Marca Lessner**, Maryland State Department of Education.

*Family Support and Engagement*

## Pacific H

10:45 a.m.–12:45 p.m.

### Early Childhood Education Teachers 2.0: Philadelphia's teacher preparation transformation initiative

Infant/toddler preparation, P–4 teacher certification, apprenticeships, articulation agreements, successful NAEYC accreditation of associate degree programs—is it possible to integrate all of these into a single higher education pathway for early childhood teachers? Hear higher education and PD system leaders from Philadelphia describe their partnership and workforce development strategies under way to support Philadelphia's universal pre-K initiative. Share and take home ideas to support the early childhood teachers and teacher preparation programs we all need.

**Alison Lutton**, Lutton Consulting; **Natalie Renew**, Public Health Management Corporation; **Amy Saia**, Community College of Philadelphia.

*Professional Development-Education Programs*

## Pacific I

10:45 a.m.–12:45 p.m.

### Finding your voice and helping children, families, and educators find it too: Storytelling and building connections

Review storytelling as a creative art form and its power to build and form connections in this interactive and engaging session exploring personal stories and experiences sharing perspectives and voices from the field of education. Learn and share ways for creating, sustaining, and enhancing a teacher's ability to build relationships through storytelling that will promote optimal learning and growth for children, families, and ourselves.

**Jill Telford**, Tiny Findings Early Learning Program.

*Creative Arts*

## Yerba Buena Ballroom Salons 1/2

10:45 a.m.–12:45 p.m.

### Making and tinkering with STEM: Solving design challenges with young children

Participate in STEM-rich tinkering, making, and engineering experiences and explore new tools and technologies. Learn strategies to support teachers in planning and organizing a learning environment conducive to problem solving and creative thinking. Examine a new resource from NAEYC that uses problems in children's picture books as a springboard for tinkering, making, and designing engineering activities.

**Cate Heroman**, Cate Heroman, LLC; **Paige Zittrauer**, Louisiana State University Laboratory School.

*Science/Environment/Nature Education*

## Yerba Buena Ballroom Salons 3/4

10:45 a.m.–12:45 p.m.

### Accreditation 101: Understanding the accreditation process and expectations

Are you interested in NAEYC Accreditation but don't know where to start? This session provides a high-level overview of NAEYC's four-step process for achieving NAEYC Accreditation. This workshop is recommended for programs that are not currently accredited and which are embarking on their initial accreditation.

**Meghann Hickey**, NAEYC; **Inette Hunter**, NAEYC.

*Accreditation of Programs for Young Children*

## Featured Session

### Yerba Buena Ballroom Salons 5/6

10:45 a.m.–12:45 p.m.

#### Teachers' voices: Strategies for creating work environments that support adult learning

To facilitate the process of bringing teacher voices into quality improvement strategies, the Center for the Study of Child Care Employment (CSCCE) developed SEQUAL, a tool to document workplace conditions that impact teacher practice and program quality. In this session, we will discuss trends found in communities across the country and action steps to strengthen quality improvement initiatives. Participants will discuss specific strategies developed by CSCCE to help coaches, directors, and others that can be used in their community to improve work environment conditions.

**George Philipp**, Consultant; **Marcy Whitebook**, Center for the Study of Child Care Employment; **Elizabeth King**, Center for the Study of Child Care Employment.

Thank you to our sponsor  
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### Yerba Buena Ballroom Salons 10/11

10:45 a.m.–12:45 p.m.

#### Getting our questions answered: Learning from other professions

ECE has much to learn from other professions: What unifies them as recognized professional fields of practice? What distinguishes them in terms of history, structure, challenges, and opportunities? In a follow-up to PLI's opening plenary, this hour-long session offers the chance to expand our learning from other professional fields of practice.

**Stacie G. Goffin**, Goffin Strategy Group, LLC; **Michael Monti**, Association of Collegiate Schools of Architecture; **Mary Schumann**, George Washington University.

Leadership

### Yerba Buena Ballroom Salons 12/13

10:45 a.m.–12:45 p.m.

#### Teacher research for a democratically engaged citizenry

Panelists will examine the impact of using teacher research in creating an engaged citizenry in terms of teachers and the children and families they serve. A DC public preschool teacher will discuss her project studying how young learners are able to engage in their cities and understand as citizens in the here-and-now how they play an important part in the well-being of their school, local, state, country, and global environments.

**Barbara Henderson**, San Francisco State University; **Debra Murphy**, Cape Cod Community College; **Isauro Escamilla Calan**, Las Americas Early Education School (San Francisco Unified School District) and San Francisco State University; **Andrew Stremmel**, South Dakota State University; **Georgina Ardalan**, J.O. Wilson Elementary School; **Frances Rust**, University of Pennsylvania Graduate School of Education.

Diversity & Equity

### Yerba Buena Ballroom Salons 14/15

10:45 a.m.–12:45 p.m.

#### Closing the 10 gaps that prevent young children from succeeding in school and in life

Review and discuss the 10 gaps that prevent young children from succeeding in school and in life. In small groups, participants will (a) identify how early childhood professionals can help close these gaps and (b) develop authentic and common-sense classroom, agency, and public policy strategies for closing the gaps. Groups will then share with all participants their strategies and ideas.

**George Morrison**, University of North Texas; **Lorraine Breffni**, Nova Southeastern University; **Mary Jean Woika**, Broward College.

Professional Development-Education Programs

# You're Invited!

Join us from 5:30 to 7:00 p.m. on Sunday, June 11, for the  
**Exhibit Hall Networking Reception**  
Yerba Buena Ballroom, Lower Level

## 2:00–4:00 p.m.

### Foothill C

2:00–4:00 p.m.

#### Read-aloud wow! Children's books that matter

Are your books too much message and not enough magic? Are you concerned about building vocabulary? Do you need a more dynamic STEAM program? My job is to read the thousands of new children's books published each year and narrow the field to the cream of the crop. Teachers should not have to waste money or time on books that are just not good enough. I will present the best new books of the year, new books that matter. We will also discuss what makes a good book good. What books will entertain both the teacher and the children ... while there is a lot of learning going on at the same time?

**Isabel Baker**, The Book Vine for Children.

Language & Literacy

### Foothill E

2:00–4:00 p.m.

#### Play as culturally responsive teaching for dual language learners

Teachers of dual language learners must support both home language and English language development. Too often that means moving away from developmentally appropriate practice and doubling down on drill-and-kill instruction. In fact, an instructional approach that emphasizes engaging in, and sustaining involvement in, child-directed open-ended play can support dual language learners. Learn how a culturally and linguistically responsive approach to teaching children benefits from—and should be rooted in—play.

**Tom Rendon**, Iowa Department of Education.

Play

### Foothill G

2:00–4:00 p.m.

#### Creating professional learning communities: A cross-system, cross-discipline approach to professional development, incorporating the Classroom Assessment Scoring System (CLASS) framework

Explore a cross-system, cross-disciplinary professional development model developed in a small, diverse city using research-based practices. Participate in case study analysis and discussions to investigate ways in which professional learning communities might serve as one vehicle to integrate multiple perspectives into a cost-effective and sustainable professional development program.

**Andrea Sobel**, self-employed; **Jennifer Reynolds**, Seven Corners Children's Center; **Cynthia Skinner**, Quality Collaborative.

Professional Development Systems

## Featured Session

### Golden Gate A

2:00–4:00 p.m.

#### The Digital Play Framework: Connecting technology, young children, and educators through play-based experiences

The Digital Play Framework presents a series of indicators of how children learn to use technologies through play that can empower educators to provide targeted support to help foster children's learning. Thought leaders and researchers from Australia and the U.S. who are collaborating to explore the use of technology tools in play-based experiences to learn, explore, and create will share strategies to transform the use of technology in early childhood. The presenters will share results from a survey of teachers on the use of technology tools with young children and what we can learn.

**Tamara Kaldor**, Erikson Institute; **Susan Edwards**, Learning Sciences Institute Australia, Australian Catholic University; **Katie Paciga**, Columbia College Chicago, Erikson Institute, Fred Rogers Center; **Leanne Beaudoin-Ryan**, Erikson Institute.

Thank you to our sponsor of this Featured Session, The Source for Learning.



## Research Symposium Session

### Golden Gate B

2:00–4:00 p.m.

#### **Digging deep: What parents and professionals know (and don't know) about each other and early childhood education**

We know a significant amount about the early childhood workforce—and yet there is so much we still don't know. As we explore the Early Childhood Workforce Index and polling data from surveys of educators and parents, join the conversation about early childhood education and educators at the intersection of data and opinion, thinking about where we are, and where we need to go.

**Lea Austin**, Center for the Study of Child Care Employment; **Marcy Whitebook**, Center for the Study of Child Care Employment; **Dave Metz**, FM3.

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Pearson

### Golden Gate C1

2:00–4:00 p.m.

#### **Doing what it takes: Ensuring an attachment-informed and reflective workforce for infant and toddler care providers**

Professionals in early learning value the message “How you are is as important as what you do” (Pawl 1998), yet in too many circumstances, what we know is not always what we do. A team of higher education and policy leaders from Washington state will discuss ways to develop a transdisciplinary workforce that is authentically relationship based, attachment informed, and reflective. We will identify pathways in higher education and policy systems to support this aligned vision. Bring your ideas on what our next generation of providers will do—but more importantly, HOW they will do it.

**Gina Lebedeva**, R-base7 Associates; **Marilyn Chu**, Western Washington University; **Sally Holloway**, Whatcom Community College; **Caitlin Jensen**, Washington State Department of Early Learning.

Professional Development-Education Programs

### Golden Gate C2

2:00–4:00 p.m.

#### **Writing for NAEYC publications and blogs**

Be an NAEYC author! Are you interested in writing an article for *Young Children*, *Teaching Young Children*, or the NAEYC for Families website? Or maybe you're thinking about writing a book or being a guest blogger? Join the editors as they discuss what they're looking for, how to submit, and the review process.

**Susan Friedman**, NAEYC.

NAEYC Activities

### Golden Gate C3

2:00–4:00 p.m.

#### **System building through crosswalking and articulation: Incorporating accreditation and Head Start in QRIS**

Measuring quality is difficult, and everyone measures it differently! In an attempt to streamline efforts and build on existing quality systems, Oregon's QRIS field test made it a priority to incorporate Head Start, state pre-K, and accredited programs into the QRIS system. Join us to learn how Oregon committed to reduce duplication of effort and use the creation of a QRIS to strengthen and align early learning systems. Participants will hear lessons learned from Oregon's work and discuss how crosswalk and articulation can support their own quality initiatives.

**Dana Bleakney-Huebsch**, The Research Institute at Western Oregon University; **Robyn Lopez Melton**, The Research Institute at Western Oregon University; **Patrick Aldrich**, The Research Institute at Western Oregon University.

Quality Initiatives-QRIS, Compensation, and Licensing



## Nob Hill A/B

2:00–4:00 p.m.

### Honoring our professional ethics, conduct, and commitment in challenging times

“Above all, we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children.” This is central to the NAEYC Code of Ethical Conduct. The current social-political climate makes honoring this commitment very challenging. This workshop will explore our responsibilities, feelings, and strategies for honoring our field’s ethical commitments and anti-bias education principles.

**Louise Derman-Sparks**, Pacific Oaks College; **Carol Day**, Brunson, Phillips & Day; **Luis Hernandez**, Western Kentucky University.

*Diversity & Equity*

## Nob Hill C/D

2:00–4:00 p.m.

### Completing the NAEYC Higher Education Accreditation Self-Study Report

Walk through the Self-Study Report template for Higher Education Accreditation with NAEYC staff and faculty from accredited programs to learn how to complete the report from start to finish.

**Megan Woolston**, NAEYC; **Bridget Murray**, Henderson Community College.

*Accreditation of Higher Education Programs*

## Pacific I

2:00–4:00 p.m.

### Ensuring student engagement: Using active learning instructional strategies to create excitement and enhance learning

Extensive research demonstrates that teaching for learning requires actively engaging students in the learning process. Discover how to ignite adult students’ interest, involvement, critical thinking, and internalization of content through the use of proven active-learning strategies that allow the adult educator to transform the classroom into a dynamic learning environment.

**Angela Loring**, Early Learning Coalition of Pinellas, Inc.; **Carrie Culbertson**, Early Learning Coalition of Pinellas, Inc.

*Professional Development-Training Programs*

## Yerba Buena Ballroom Salons 1/2

2:00–4:00 p.m.

### Supporting young children with adverse childhood experiences: Strategies to increase self-regulation and resilience in young children

Participants will explore the impact of adverse childhood experiences in terms of physical, social, and emotional development and the various ways children manifest this in early learning settings. Using videos and small group exercises, we will learn how to use different strategies to support children who have experienced some form of developmental trauma and examine how to increase their capacity for self-regulation and resilience.

**Line Marie Perron**, Early Childhood Development Support Services.

*Social/Emotional Development*

## Yerba Buena Ballroom Salons 3/4

2:00–4:00 p.m.

### Preparing to renew your term of NAEYC Accreditation

This session provides an overview of the NAEYC Accreditation renewal process. Programs will learn how to demonstrate key components of high-quality programming and preparedness for the site visit. This workshop is designed for program administrators and teachers who are preparing to renew their NAEYC Accreditation.

**Meghann Hickey**, NAEYC; **Inette Hunter**, NAEYC; **Lorraine Cooke**, Egenolf Early Childhood Center.

*Accreditation of Programs for Young Children*

## Yerba Buena Ballroom Salons 10/11

2:00–4:00 p.m.

### Leading for children: An intentional pathway to stronger systems of early learning

Reaping the benefits of early learning relies on having high-quality educators who apply a coherent and consistent understanding of how to make decisions that result in the best outcomes for children. This interactive session will examine three dimensions of a coherent path to quality: relationships and interactions, the emotional and physical environment, and learning experiences. Participants will learn strategies for creating a culture of optimistic leadership and intentionality in their settings.

**Judy Jablon**, Leading for Children.

*Leadership*

## Available at the NAEYC Shop!

### Coaching with Powerful Interactions

A Guide for Partnering with Early Childhood Teachers

Filled with information, guidance, reflections, and insights about using Powerful Interactions to coach teachers

**Item 2451**

List \$35

Institute Price \$28



## Yerba Buena Ballroom Salons 12/13

2:00–4:00 p.m.

**Empowering parents! Educating families and caregivers with the latest brain research, providing free resources to promote brain development through positive relationships, and validating parents and recognizing their contributions as first teachers**

Building off of the latest brain research from the I-LABS at the University of Washington, this session will open with a review of that research with clear illustrations of the developing brain during the first 2,000 days of a child's life. The Vroom initiative was born out of a need for creative tools and materials to inspire families with the importance of everyday interactions. Using this research as the foundation to promote positive early interactions and relationships, we will distribute valuable Vroom resources and group-practice how to create routine brain-building moments.

**Mary LaMantia**, Child Care Aware of America; **Patience Hill**, Child Care Aware of America.

*Family Support and Engagement*

## Yerba Buena Ballroom Salons 14/15

2:00–4:00 p.m.

**Making the pathway real: Resolving issues of competencies, articulation, and assessment**

In this session, representatives from Colorado and Illinois will describe their efforts and the challenges they encountered as they defined competencies and/or early childhood teacher preparation standards, the articulation processes between two- and four-year institutions of higher education, and the assessments that have been created to ensure a coherent professional progression for early childhood educators. Attendees will participate in an activity where they will share the experiences in their own states toward these efforts and discuss future steps.

**Lori Ryan**, University of Colorado Denver; **Kathleen DeVries**, Colorado Department of Education; **Stephanie Bernoteit**, Illinois Board of Higher Education; **Catherine Main**, University of Illinois at Chicago; **Joni Scritchlow**, Illinois Network of Child Care Resource and Referral Agencies; **Cristina Gillanders**, University of Colorado Denver.

*Professional Development Systems*

## 4:30–5:30 p.m.

### Foothill C

4:30–5:30 p.m.

**Welcome to “Hello”: Online communities, interest forums, higher education community, content, and collaboration**

This session introduces users to the range of activities happening in Hello, NAEYC's new space for online communication and collaboration. Using Hello, members can stay connected and work on projects—conference proposals, blogs, and journal articles—while they are distributed across the country and globally. Participants will hear from interest forum facilitators about their group's work, as well as that of the new Higher Education Community of Practice. There will be an opportunity to hear from the audience about how they might wish to join Hello at the end of the session.

**Michael Coventry**, NAEYC; **Anthony Durborow**, NAEYC; **Gilmar Rosas**, NAEYC.

*NAEYC Activities*

## Foothill E

4:30–5:30 p.m.

### Using evaluation to improve and advocate for professional development

This presentation will use Thomas Guskey's five-level framework for evaluating professional development to explore results from an evaluation of an online training for early childhood professionals. Participants will gain an understanding of how to evaluate professional development and how to use the results for program improvement and advocacy.

**Christina Nigrelli**, ZERO TO THREE; **Jenifer Chacon**, ZERO TO THREE.

*Professional Development-Training Programs*

## Foothill F

4:30–5:30 p.m.

### Designing play-based early STEM environments for infants and toddlers

Infants and toddlers are naturally curious and eagerly explore and learn about their world. Planning intentional play-based early learning environments provides early learners with the beginning steps to STEM learning. Learn the foundations of STEM and how to introduce play-based developmentally appropriate activities as you coach and train early care and education providers. The early years are the perfect time to set the foundation of learning about science, technology, engineering, and math!

**Jean Barbre**, Orange County Department of Education.

*Mathematics*

## Foothill G

4:30–5:30 p.m.

### Bridging the gaps: Using CLASS to build connections across the 0-8 continuum

The CLASS is used as an observational measure and a professional development tool within QRIS systems in 22 states, as well as being the driver of local continuous quality improvement efforts in early learning programs across the country. Recently, we have seen the use of the CLASS extend into K–3 as an effort to drive these improvements into elementary schools. This session will highlight the similarities across the pre-K and K–3 CLASS tool, and will discuss how the tool can be used as a transition and professional link between early learning and school age to meet the requirements of ESEA.

**Rebecca Berlin**, Teachstone.

*Leadership*

**All children across the country need access to quality early education every day.**

As we learn more about the positive outcomes of high-quality early learning, we see how critical it is for programs to use best practices and have a consistent understanding of ways to improve and maintain program quality.



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Early Learning Programs

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# Sunday | Sessions

## Golden Gate A

4:30–5:30 p.m.

### **An emerging role for educators in the 21st century: Media mentorship as an essential aspect of family engagement**

Learn about family engagement in the digital age and essential roles educators play in implementing technology-mediated practices that improve communication, strengthen the home–school connection, enhance family involvement, and promote family engagement and well-being for young children and their families. Explore the meaning and importance of family engagement in the digital age; the role technology can play in empowering and engaging parents, caregivers, and families; and the emerging role of media mentors to guide young children and their families in the 21st century.

**Chip Donohue**, Erikson Institute.

*Family Support and Engagement*

## Golden Gate B

4:30–5:30 p.m.

### **The art of communication in classrooms for young children: Implementing an online course to impact pre-K through grade 3 practice**

Presenters will introduce participants to an online course implemented as part of Minnesota's pre-K through grade 3 reform work, actively engaging with the course material. Participants and course authors and state personnel will then discuss how to maximize engagement with the course through the use of liaisons: place-based course ambassadors. The session will conclude with a discussion of how hybrid in-person/online interactions can maximize adult engagement while allowing the most efficient use of limited resources at the state and district levels.

**Gisele Crawford**, University of North Carolina at Chapel Hill; **Sharon Ritchie**, University of North Carolina at Chapel Hill; **Adam Holland**, University of North Carolina at Chapel Hill; **Debbykay Peterson**, Minnesota Department of Education.

*Technology and Professional Development/Management*

## Golden Gate C1

4:30–6:00 p.m.

### **Member engagement and brand alignment: Innovative strategies for NAEYC Affiliates**

NAEYC Affiliates are transforming their approach to serving members through more relevant and meaningful member engagement activities. Join us in this interactive session to learn about their bold, new initiatives and organizational changes. Bring your questions and hear from colleagues on how the rebranding process is working for Affiliates and their chapters as we head into the new structure in September 2017. We will also share best practices in member engagement that increase member recruitment and retention.

**Erin Daga**, NAEYC; **Audra Meckstroth**, NAEYC.

*NAEYC Activities*

## Golden Gate C2

4:30–5:30 p.m.

### **Academics vs. service in child development laboratory schools: Complementary and competing pressures in early childhood teacher education**

This session will address the changing contexts associated with early childhood teacher training and research activities taking place within university-based laboratory schools settings, including (a) an overview of the historical roles played by laboratory schools in early childhood teacher training and research, (b) a discussion of the changing contexts and challenges confronting laboratory schools, and (c) a presentation of a framework for guiding the development of strategies to address challenges being faced by laboratory schools.

**Brent McBride**, University of Illinois at Urbana/Champaign.

*Professional Development-Education Programs*

## Nob Hill A/B

4:30–5:30 p.m.

### **A walk through the NAEYC SPA recognition process for baccalaureate and graduate degree programs seeking CAEP accreditation**

Attendees will learn the steps involved in seeking NAEYC SPA recognition for early childhood degree programs as part of the Council for the Accreditation of Educator Preparation (CAEP) accreditation process.

**Mary Harrill**, NAEYC; **John Johnston**, University of Memphis.

*Accreditation of Higher Education Programs*



## Nob Hill C/D

4:30–5:30 p.m.

### Equitable degree pathways: A necessity for advancing a diverse profession

Efforts to advance as a more effective, diverse, and supported early childhood education profession will continue to increase the demand for quality and accessible degrees. Increasing degree requirements without attention to equity and opportunity will create a less diverse and effective profession. So what supports should be provided as we advance the profession? What does success look like? Where are the innovative models?

**Marica Cox Mitchell**, NAEYC; **Sue Russell**, T.E.A.C.H. Early Childhood® National Center; **Iliana Alanís**, University of Texas at San Antonio.

*Professional Development-Education Programs*

## Pacific H

4:30–5:30 p.m.

### Teaching young children with challenging behaviors: Curricular solutions

Gain an understanding of the potential disadvantageous effects of young children's challenging behaviors for children and families in the absence of appropriate curriculum structure. Review issues related to teaching children with challenging behaviors in early education. Learn curriculum and instructional strategies for employing developmentally informed instruction to optimize learning opportunities for young children with challenging behaviors.

**Dominic Gullo**, Drexel University; **Gayle Mindes**, DePaul University.

*Curriculum-Theories and Approaches*

## Yerba Buena Ballroom Salons 1/2

4:30–5:30 p.m.

### Fostering teachers' empathy in early childhood settings

The ability to empathize with children, families, and colleagues from diverse backgrounds is essential for meaningful teaching and learning and a key component of culturally responsive pedagogy. We will discuss successful strategies for building preservice and in-service teachers' (a) dispositions related to the important role empathy plays in positive relationships with children and families, (b) perspective-taking abilities to respond to and interpret children's behavior, and (c) approaches to express and leverage empathy to better meet children's and family's needs.

**Lea Ann Christenson**, Towson University; **Leah Muccio**, University of Hawaii at Manoa; **Kevin McGowan**, Sam Houston State University.

*Social/Emotional Development*

## Yerba Buena Ballroom Salons 3/4

4:30–5:30 p.m.

### Expanding access and equity in early childhood teacher education practices through the lens of teacher research

This session focuses on helping teacher educators and master teachers learn how to use teacher research to reform teacher education for ECE. Teacher research is a research methodology undertaken by insiders in the school, whereby teachers look critically and systematically at their daily normal practice to better understand the children, families, and neighborhoods they serve, while also better understanding themselves through reflective self-study.

**Barbara Henderson**, San Francisco State University; **Daniel Meier**, San Francisco State University; **Ashley Williams**, EDvance at San Francisco State University; **Brian Hickey**, San Francisco State University; **Patricia Sullivan**, San Francisco State University.

*Diversity & Equity*

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Offers a theoretical framework  
as well as lively accounts of  
teacher research in action

#### Item 357

List \$25

Institute Price \$20



## Yerba Buena Ballroom Salons 5/6

4:30–5:30 p.m.

### Bringing the ELOF to life: Using child-level data to inform individual planning and track children's progress in the ELOF domains

Discuss specific child assessment data that can be used to measure developmental progress in the ELOF domains and for planning for individual children. Review and analyze examples of, and best practices for, the data use process. Identify challenges of using child-level data effectively, and collaboratively brainstorm strategies to address them.

**Missy Coffey**, NCECDTL, AEM Corporation; **Osnat Zur**, WestEd; **Kate Grannemann**, NCECDTL, AEM Corporation.

*Child Assessment (developmental screening, diagnostic evaluation, classroom-based assessment)*

## Yerba Buena Ballroom Salons 10/11

4:30–5:30 p.m.

### Building the case for a strong infrastructure to support working families, their children, and the infant/toddler teacher workforce

Consider the discrepancy between what research tells us about the importance of the early years and current US policies to support infants and those who care for them. Review current data on US working families as well as infant/toddler teacher workforce conditions. Learn three key ideas that, if put into place, will create an infrastructure that would be a win for all.

**Julie Weatherston**, WestEd, For Our Babies; **J. Ronald Lally**, WestEd.

*Advocacy/Public Policy*

## Yerba Buena Ballroom Salons 12/13

4:30–5:30 p.m.

### Working as a community: Building collaborative partnerships to benefit young children and families

Learn how university students collaborated with community teachers, administrators, and leaders to complete projects benefiting young children and their families. Examples will be shared through photographs, artifacts, and feedback linking academic activities to theory, practice, and policy for the design and remodeling of an inclusive playground. We will have a brainstorming discussion around how the model can increase membership and participation with students and NAEYC Affiliates.

**Kelly Hantak**, Lindenwood University; **Judy Simpson**, TodayCare Children's Centers.

*Community Relationships*

## Yerba Buena Ballroom Salons 14/15

4:30–5:30 p.m.

### An overview of the NAEYC Higher Education Accreditation process

Are you a faculty member interested in learning more about how your institution's degree program can apply for and earn NAEYC Higher Education Accreditation? This session will cover the process, fees, expectations, and tips to guide you in your first steps on the accreditation journey.

**Megan Woolston**, NAEYC; **Lisa Stein**, Atlantic Cape Community College.

*Accreditation of Higher Education Programs*

5:30–7:00 p.m.



## Yerba Buena Ballroom, Lower Level

5:30–7:00 p.m.

### Exhibit Hall Networking Reception

Join early childhood colleagues, exhibitors, and NAEYC staff for networking, fun, crudités, and a cash bar at the Exhibit Hall Networking Reception.

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## Institute Evaluation

### Your opinion is important to us!

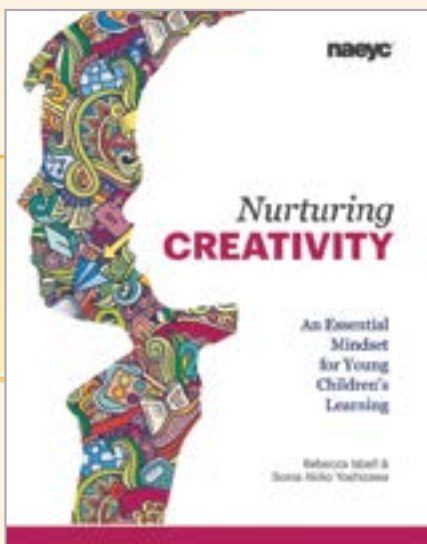
Please remember to complete the **2017 Institute evaluation survey**, which will be sent to you electronically immediately following the Institute. NAEYC sincerely values your feedback, which is used to evaluate the Institute and to plan future NAEYC professional development activities.

## Don't forget to check out the Institute App!

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Member price – \$24

Nonmember price – \$30

**5:45–7:00 p.m.**

## Research Poster Session

Yerba Buena Ballroom Salons 7/8/9

**Early childhood education quality and family engagement: Evaluating a YouTube video intervention designed to increase family awareness of quality**

**Lisa Herbst**, Johns Hopkins University.

**Teacher perceptions and beliefs about field trips as a curricular source**

**Lynette Bagwell**, New Mexico State University.

**Online evidence-based resources for early childhood professionals**

**Reem Muharib**, University of North Carolina at Charlotte.

**Early childhood educator preparation program redesign with two- and four-year institutional partnerships: Findings from 2014–2016 studies of implementation challenges, opportunities, and innovations**

**Stephanie Bernoteit**, Illinois Board of Higher Education;  
**Janet Holt**, Southern Illinois University–Edwardsville.

**Preservice teachers' self-awareness as professional knowledge**

**Mi-Hwa Park**, Murray State University; **Jeanetta Riley**, Murray State University.

**Advocacy experiences of preservice teachers in early childhood education courses**

**Jill Davis**, University of Central Oklahoma.

**Vignette-based assessment of infant/toddler caregiving skills among undergraduates in early childhood courses**

**Maria Fusaro**, San Jose State University; **Claire Vallotton**, Michigan State University.

**Observing teachers' practices in Indonesian village preschools: The MELE program quality measurement tool as a source of insight about the need for, and effects of, professional development**

**Marilou Hyson**, University of Massachusetts, Boston;  
**Rosfita Roesli**, World Bank.

**Toward an indigenous early childhood education curriculum in the Indian context: A chronological framework**

**Namita Bhatt**, The Maharaja Sayajirao University of Baroda, Gujarat, India.

**Child care in a city of choice: Exploring enrollment trends and caregiver priorities during the selection of care for preschool-age children in Philadelphia who are at risk**

**Kaitlin Moran**, St. Joseph's University.

**Collaboration and teaching teams: A social network analysis of collaboration and mentoring**

**Sascha Mowrey**, Vanderbilt University.

**Adults' knowledge of child development and child guidance**

**Daniela Perez**, California State University, San Bernardino.

**Building and supporting numeracy growth in kindergarten through grade 3**

**Lynn Patterson**, Murray State University; **Yuejin Xu**, Murray State University.

**Engaging parents in thinking about their young child's learning strategies through learning story documentation**

**Amy Warzybok**, Arts in the Garden.



## Understanding the outcomes of collaboration-based professional development: A meta analysis

**Laurie Dinnebeil**, University of Toledo; **Erin Barton**, Vanderbilt University; **Virginia Buysse**, American Institutes for Research.

## English language skills development for parents and providers: How educational institutions and community organizations can help speakers of other languages succeed as child care providers and early childhood educators

**Marsha Chan**, Mission College; **Marianne Brems**, Mission College.

## An examination of professional development strategies used to support teachers' use of early learning and development standards

**Teressa Sumrall**, Appalachian State University; **Catherine Scott-Little**, University of North Carolina at Greensboro.

## Expanding repertoires of practice: Improving informal science learning experiences for preschool-age dual language learners

**Marie Quisumbing**, COSI, Center of Science and Industry; **Leslie Moore**, Ohio State University.

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**Tuesday, June 13 at 2:00pm in Golden Gate B**

**Topic:** How to Break the Subconscious Culture of “Us and Them”: Early childhood educators’ perception of and response to behavior encourages inequity – learn immediate changes that promote unity and emotional health.

*Presented by a Conscious Discipline Master Instructor*

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NAEYC congratulates the 181 institutions across the nation that currently have accredited programs, and thanks the 10 institutions participating in the pilot of the expanded accreditation system. Your dedication to high-quality professional preparation for educators of young children is crucial to advancing the early learning profession.





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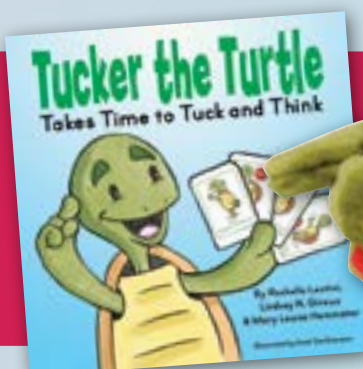
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- Sally Wallace, Director, All Souls Early Learning Center, Colorado

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# Monday

**8:00–10:00 a.m.**

## **Foothill C**

8:00–10:00 a.m.

### **Challenging behavior means challenged children: Guiding children from survival to resiliency through teaching the five democratic life skills**

Recognize causes of unmanageable stress in young children, including environmental and physiological factors. Study the effects of unmanageable stress in young children, including the survival behavior of aggression. Explore guidance responses to challenged children, including building secure relationships with children and family members that reduce stress and increase trust; intervening in ways that teach rather than punish; constructing an encouraging classroom for all children; and teaching children to make gains in relation to the five democratic life skills.

**Daniel Gartrell**, Bemidji State University.

*Guidance for Children with Challenging Behaviors*

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#### **Education for a Civil Society**

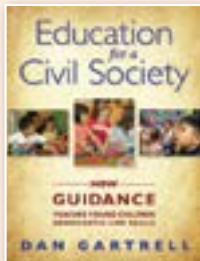
How Guidance Teaches Young Children  
Democratic Life Skills

The social-emotional skills  
children need to learn  
democratic life skills

**Item 356**

List \$35

Institute Price \$28



## **Foothill E**

8:00–10:00 a.m.

### **Investing in new employees: Onboarding procedures that strengthen teams through technology and time**

In an effort to address employee churn, this interactive session will provide center directors and administrators with strategies for improving their onboarding procedures. Participants will evaluate their current onboarding procedures to identify opportunities for enhancement. Time will be spent exploring effective onboarding practices that will support new employees and strengthen the entire team. Participants will walk away with an onboarding outline and timeline customized to fit the unique needs of their programs.

**Leslie Coleman**, ChildCare Education Institute.

*Technology and Professional Development/Management*

## **Foothill G**

8:00–10:00 a.m.

### **Key insights, job aids, and tools that support best practice in data utilization in early childhood programs**

Data utilization is the driver for work in educational settings, but it is also an area of practice in which many educators report having little confidence, knowledge, skill, or experience, and where schools report a lack of a culture of data use embedded in daily routines and practices. Based on Educare Best Practices training, this session aims to introduce knowledge, skills, and experience for all early childhood staff so data use practices become embedded components of continuous quality improvement and promote positive school culture and increased child and family outcomes.

**Andrea Pearson**, Ounce of Prevention Fund; **Maribel Centeno**, Ounce of Prevention Fund; **Amy Hobart**, Sheltering Arms Early Education and Family Centers; **Beth Olwell**, Sheltering Arms Early Education and Family Centers.

*Professional Development-Education Programs*

## Featured Session

### Golden Gate A

8:00–10:00 a.m.

#### **Bridging the gap in the primary grades: Linking academically rigorous and developmentally appropriate instructional practices**

Participants in this session will learn the state of K–3 quality from a large evaluation, as well as how to (a) define the characteristics of high-quality primary classrooms that are both academically rigorous and developmentally appropriate and (b) plan actions to bridge the gap between current practices and high-quality implementation of teaching and learning practices.

**Shannon Riley-Ayers**, National Institute for Early Education Research; **Sharon Ryan**, Bank Street College of Education; **Alexandra Figueras-Daniel**, National Institute for Early Education Research; **Vincent Costanza**, New Jersey Department of Education.

Thank you to our sponsor  
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## NAECTE Session

### Golden Gate B

8:00 a.m.–12:45 p.m.

#### **National Association of Early Childhood Teacher Educators (NAECTE) Conference and Meeting—Crossing Boundaries and Charting New Territories in Early Childhood Teacher Education**

The theme for our half-day meeting, Crossing Boundaries and Charting New Territories in Early Childhood Teacher Education, emphasizes preparation of early childhood teacher candidates whose strengths lie in fully embracing and addressing the needs of children and families. The focus of the keynote, as well as the scholarly work presented through roundtable sessions and poster presentations, will emphasize how effective teachers of young children are prepared to provide the conditions for academic learning, but more broadly, to teach toward justice and equity for all.

**Will Parnell**, Portland State University; **Kelly Baker**, University of Central Oklahoma; **Angela Baum**, University of South Carolina; **Christine Chaille**, Portland State University; **Paulette Shreck**, University of Central Oklahoma; **Jill Davis**, University of Central Oklahoma; **Ashley Vaughns**, College of Charleston; **Rebecca Huss-Keeler**, University of Houston–Clear Lake.

*Professional Development-Education Programs*



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**Primary:** Item 2104

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## ACCESS Session

### Golden Gate C1

8:00–10:00 a.m.

#### **ACCESS to Shared Knowledge, Part I: Making teacher education visible—Reclaiming our stories**

How can teacher educators use the power of their stories to create a powerful counter-narrative to the prevailing image of teacher education as ineffective and in need of a complete overhaul? In this session, the presenters will discuss (a) the power of narrative and stories, (b) the journey from community college to NAEYC Board member and college lecturer, (c) using narrative inquiry in teaching practice, and (d) using documentation to tell our story.

**Sharon Carter**, Davidson County Community College; **Daniel Meier**, San Francisco State University; **Isauro Escamilla Calan**, Las Americas Early Education School (San Francisco Unified School District) and San Francisco State University; **Debra Murphy**, Cape Cod Community College; **Stephanie Sisk-Hilton**, San Francisco State University.

*Professional Development-Education Programs*

### Golden Gate C3

8:00–10:00 a.m.

#### **Under construction: Building strong teaching teams to improve classroom quality and child outcomes**

Research shows that teacher characteristics and interactions impact classroom quality and child outcomes. However, that information is generally based only on the lead teacher. The dynamics of the teaching team greatly influence the classroom environment and impact children's development. This presentation will discuss the successes and challenges of early childhood teaching teams and provide strategies for building stronger teams.

**Emisha Pickens-Young**, Early Childhood Education Institute.

*Professional Development-Technical Assistance (Coaching, Mentoring, Consultation)*

### Nob Hill C/D

8:00–10:00 a.m.

#### **How has early learning systems building through a QRIS framework influenced cross-sector professional development systems alignment and coordination?**

States are innovating and creating around early learning systems at lightning speed. As programs such as child care, Head Start, and pre-K are aligned, states are turning their focus to alignment and coordination across professional development and technical assistance subsystems. The role of professional development and technical assistance in a culture shift from compliance to continuous quality improvement is being reexamined. What are we learning? Come to this session and explore ideas and share your perspective with colleagues.

**Debi Mathias**, BUILD Initiative.

*Quality Initiatives-QRIS, Compensation, and Licensing*

## Featured Session

### Golden Gate C2

8:00 a.m.–10:00 a.m.

#### **Keeping silent doesn't work: Helping children, families, and teachers in a time of increased fear, intolerance, and misinformation**

An interactive workshop exploring how to effectively respond to the increasingly open expressions of racism, homophobia, anti-Muslim, anti-Semitic, and anti-immigrant prejudice in our society. What do children need from us? What do teachers and teachers-in-training need from us? How can we best meet our professional and ethical responsibility: "Above all, we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children."

**Julie Olsen Edwards**, Cabrillo College.

# Monday | Sessions

## Pacific H

8:00–10:00 a.m.

### Family engagement through home, community, and school: Meeting our families where they are

We need to be creative if we are going to reach all families! This presentation will discuss unique ways to reach young children and their families in an effort to ensure that children enter our schools with the skills they need to succeed. This presentation will outline how Somerset County (Maryland) Public Schools stepped up to meet families where they were. These methods were a bit different, and even included providing programming in the local grocery store!

**Karen Karten**, Somerset County Public Schools.

*Family Support and Engagement*

## Pacific I

8:00–10:00 a.m.

### Where are we today? A nationwide look at the policy and politics of early childhood education

Complex times demand informed and effective advocates. Join us for a lively discussion about the opportunities and challenges currently facing the early childhood field with respect to federal and state policy, as we talk about everything from infrastructure and tax reform to budget, appropriations, ESSA, CCDBG, and more—as well as your engagement in Power to the Profession and America for Early Ed.

**Lauren Hogan**, NAEYC.

*Advocacy/Public Policy*

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#### Spotlight on Young Children

##### Teaching and Learning in the Primary Grades

Practical ideas, thoughtful suggestions, and valuable information for primary teachers

**Item 2841**

List \$23

Institute Price \$18.40



## Pacific J

8:00–10:00 a.m.

### Community of care: A system of support for young children who are at risk

Join us in learning about a unique interagency system for supporting young children who are at risk. This session will concentrate on a collaborative service delivery model in Hillsborough County, Florida, that focuses on early identification, child care provider supports, and early intervention for children with special needs. Presenters will highlight how collaboration enhances timely services, appropriate interventions, adult–child interactions, and the various funding streams that are available in their community.

**Sandy Show**, Hillsborough County Public Schools; **Shabel Santiago**, The Early Childhood Council of Hillsborough County; **Joanne Manwaring**, Hillsborough County Public Schools; **Amanda Tamagni**, Hillsborough County Public Schools.

*Children with Disabilities/Early Intervention*

## Yerba Buena Ballroom Salons 1/2

8:00–10:00 a.m.

### Recruitment and retention of male early childhood education students: Implications for research, policy, and practice

Examine and discuss issues related to the underrepresentation of male early childhood students in post-secondary early childhood education programs. Explore current research that examines the ongoing challenges associated with achieving greater gender diversity in the field of early childhood education. Participate in the development of strategies for recruiting and retaining male early childhood education students through the dual lenses of policy and practice.

**Anthony Randall**, Humber College.

*Diversity & Equity*



## Yerba Buena Ballroom Salons 3/4

8:00–10:00 a.m.

### Can computers and tablets be used in developmentally appropriate ways in early learning settings? Examples from research where digital media supported children's learning

Attendees will learn about ways in which technology and media, with appropriate supports, have produced measurable learning gains in preschool and home environments. These include a structured curriculum supplement with teacher PD and coaching, and a suggested viewing/playing sequence with accompanying tip videos for caregivers at home on topics such as supporting joint engagement with media, math talk, problem solving, and persistence. Attendees will collaborate to develop scaffolded learning experiences using digital media to support learning goals in their classrooms.

**Naomi Hupert**, Education Development Center;  
**Sarah Gerard**, SRI Education; **Claire Christensen**, SRI Education; **Alexandra Adair**, Education Development Center; **Deborah Rosenfeld**, Education Development Center; **Brita Bookser**, SRI International–Education Division.

*Technology and Young Children*

## Yerba Buena Ballroom Salons 5/6

8:00–10:00 a.m.

### Cultivating the genius of Black children: Appropriate classrooms for our youngest learners

Substantial research indicates that Black children have distinct, unique learning styles and preferences. When we create classroom environments that meet the learning needs of Black children, we create opportunities for them to excel. Come learn the best practice, the best pedagogy, and the best strategies for teaching young Black children. Develop an implementation plan to make that happen today. This session presents the research in Dr. Debra Ren-Etta Sullivan's book *Cultivating the Genius of Black Children: Strategies to Close the Achievement Gap in the Early Years*.

**Debra Sullivan**, Seattle Black Child Development Institute.

*Learning Environments*

## Yerba Buena Ballroom Salons 10/11

8:00–10:00 a.m.

### Conversations with intent: Exploring possibilities for structuring ECE as a professional field of practice

Conversations with intent are structured conversations with the intention of advancing our thinking about the choices that will be required of us as part of becoming a recognized profession. This highly interactive session will engage participants in investigating questions related to the identity of ECE as a field of practice, the roles included in the profession, as well as these roles' scopes of practice. This session offers a way to join with NAEYC's Power to the Profession Task Force in deciding our field's future direction.

**Stacie G. Goffin**, Goffin Strategy Group, LLC.

*Leadership*

## Yerba Buena Ballroom Salons 12/13

8:00–10:00 a.m.

### Instructional leadership with infants and toddlers: Appropriate, engaging, and supportive

Many practitioners think that infants and toddlers need only nurturing to grow and learn. The evidence overwhelmingly demonstrates that “how” an infant perceives interactions and experiences language can be more important than just “doing it” in a classroom. Drawing inspiration from effective teaching and learning leadership strategies through Lead Learn Excel, an instructional leadership approach for 0–5, we will focus on infancy and walk through examples that illustrate how to provide effective supports for infant/toddler programs.

**Marsha Hawley**, Ounce of Prevention Fund; **Liliam Perez**, Ounce of Prevention Fund; **Mindi Schryer**, Ounce of Prevention Fund.

*Leadership*

# Monday | Sessions

## Yerba Buena Ballroom Salons 14/15

8:00–10:00 a.m.

### Professional development opportunities: New language and literacy modules for use by trainers, coaches, and faculty

Learn about a 14-session language and literacy series that is available for use at no charge. It was developed for institutions of higher education and for professional development agencies. Review video presentations, handouts, and research from the toolkits. Strategize ways to use the series to support practitioners' language and literacy practices.

**Kathy Thornburg**, AEM Corporation; **Susan Mitchell**, AEM Corporation.

*Language & Literacy*



Enjoy your 45-minute break in the Exhibit Hall, 10:00–10:45 a.m., located in the Yerba Buena Ballroom, Lower Level.

## 10:45 a.m.–12:45 p.m.

### Foothill C

10:45 a.m.–12:45 p.m.

### Sounds to symbols: Using music-and-movement activities to build foundational math, language, and literacy skills

Discover how early childhood music-and-movement activities are linked to skill development in language, literacy, and math. Understand, through activity demonstrations and an analysis of key activity elements, how to construct and implement developmentally appropriate and educationally rich music-and-movement activities for classroom use and home visits.

**Kelly Green**, Kindermusik International; **Betsy Flanagan**, Kindermusik International; **Deborah Pool**, Kindermusik International; **Carol Stringham**, Kindermusik International.

*Cognitive Development*

### Foothill F

10:45 a.m.–12:45 p.m.

### Humanizing assessment: Insights from New Zealand's Learning Story narrative assessment approach—Practicing value-driven work in a data-driven world

Become familiar with the Learning Story strengths-based narrative assessment approach that is inclusive of teacher, child, and family voice and encourages a child's role in his or her own learning. Learn essential components and strategies for classroom and program implementation, including integration with other assessment methods and program quality documentation. Administrator and teacher perspectives will be presented. Participate in development and analysis of sample Learning Stories. Learn the powerful potential to promote program values and best practice.

**Leslie Voss**, self-employed; **Annette Muse**, University of California at Santa Barbara; **Annie White**, California State University Channel Islands; **Ana Flores**, University of California at Santa Barbara.

*Child Assessment (developmental screening, diagnostic evaluation, classroom-based assessment)*

### Foothill G

10:45 a.m.–12:45 p.m.

### A view from the swing sets: Play in the lives of children, outdoor play spaces, and design structure and application

This presentation shares perspectives and views related to the importance of play in the lives of children from the observational, direct experiential, theoretical, and practical points of view from the ground up. Outdoor play is critical to the physical well-being of children beginning in early childhood. We know that play supports all of the developmental domains, including values! Outdoor play is the natural mode for children to develop their abilities to cooperate, overcome challenges, and negotiate with other children. Outdoor play! "Come on, let's go OUT!"

**William Strader**, New England Symposium on Play; **Hope McGonigle**, Grounds for Play.

*Learning Environments*

## ACCESS Session

### Golden Gate C1

10:45 a.m.–12:45 p.m.

#### **ACCESS to Shared Knowledge, Part II: Teacher identity development—How do we help our students see themselves as advocates, collaborators, and global thinkers?**

In this session, information will be discussed concerning advocacy, globalization of early childhood courses, international study, and becoming a professional.

**Sharon Carter**, Davidson County Community College; **Carrie Nepstad**, Harold Washington College; **Anu Sachdev**, Lehigh Carbon Community College; **Nancy Gabriel**, Onondaga Community College; **Gayle Dilling**, Olympic College; **D'Lee Babb**, Western Kentucky University.

*Professional Development-Education Programs*

### Golden Gate C2

10:45 a.m.–12:45 p.m.

#### **Trauma-informed early childhood education**

Learn how trauma impacts attachment, self-regulation, sensory processing, and learning. Participate in activities that teach strategies for creating a healing environment.

**Barbara Sorrels**, The Institute for Childhood Education.

*Social/Emotional Development*

### Nob Hill A/B

10:45 a.m.–12:45 p.m.

#### **The *T* and *M* in STEM: Connecting the big ideas in math and technology in early childhood**

Investigate integrating the *T* and *M* in STEM (science, technology, engineering, and math) into your program to support children's exploration of the world around them. Experiences with problem solving and logical thinking will prepare young children for the 21st-century classroom. Join Erikson Institute's Early Math Collaborative and Technology in Early Childhood Center experts to design hands-on, play-based experiences that align with the NAEYC and NCTM Early Math Standards, Creative Curriculum, and ECERS, using classroom materials and screen-free technology tools.

**Tamara Kaldor**, Erikson Institute; **Jie-Qi Chen**, Erikson Institute.

*Technology and Young Children*

### Nob Hill C/D

10:45 a.m.–12:45 p.m.

#### **Fostering a learning-rich environment for adult learners in classrooms, workshops, and online: Tools for teachers of adults**

A hands-on workshop designed to support educators of adult learners through identifying key considerations for planning the learning experience, whether a one-time site-based training, workshop, classroom, or online course. Establish strategies for community building in any environment. Learn strategies to create meaningful, hands-on learning experiences based on principles of adult development: self-directed, respectful, pragmatic, applicable, and reflective. Create a personal plan to apply workshop principles to your own work with adult learners.

**Linda Welsh**, University of Texas at Austin; **Martha Muñoz**, Northern Arizona University.

*Professional Development-Education Programs*

## Pacific H

10:45 a.m.–12:45 p.m.

### State pre-K parity policies and other compensation strategies for the early care and education workforce

States and cities across the country are increasingly engaged in strategies to improve compensation for early educators. Using cross-state data from the Early Childhood Workforce Index and related research on pre-K compensation parity policies and minimum wage legislation, participants will learn about compensation strategies that states and cities are currently pursuing. Discussion will include a new framework for defining and understanding compensation parity, as well as the crucial role of financing to support increased compensation.

**Caitlin McLean**, Center for the Study of Child Care Employment; **Harriet Dichter**, Center for the Study of Child Care Employment.

*Quality Initiatives-QRIS, Compensation, and Licensing*

## Pacific I

10:45 a.m.–12:45 p.m.

### Education mandates and impacts on workforce diversity: Speaking out

In this “pop-up” community of practice, participants will collaboratively explore the dilemmas and opportunities of working within early childhood professional development systems. This discussion will be framed by the IOM report and the complexities involved in operationalizing a unifying framework out of multiple preexisting initiatives and concerns about potential unintended consequences of intensified professionalization, such as “whitening” the early childhood workforce.

**Kate Connor**, Harry S Truman Community College; **Mark Nagasawa**, Erikson Institute.

*Advocacy/Public Policy*

## Yerba Buena Ballroom Salons 3/4

10:45 a.m.–12:45 p.m.

### Preparing for a site visit: The assessor’s perspective

This popular session examines how assessors approach rating all elements of the group environment, including teaching practices, relationships, curriculum and play, materials and equipment, displays, transitions, and health and safety practices. This workshop is designed for programs that are in the preparation stage for their initial or renewal site visit.

**Mary Jamsek**, NAEYC.

*Accreditation of Programs for Young Children*

## Yerba Buena Ballroom Salons 5/6

10:45 a.m.–12:45 p.m.

### Five powerful actions to transform your team: An introduction to the serving leader model

As an early childhood professional, the challenges you face can leave you feeling burned out, stressed out, and tired! The serving leader model is a proven approach that will equip you to energize your team and better serve the children and families in your program. Practical strategies will be provided to begin the process of transforming the culture of your organization to ensure everyone is committed to achieving your program’s “great purpose.”

**Kimberly Tice**, Ohio AEYC; **John Stahl-Wert**, Newton Institute.

*Leadership*

## Yerba Buena Ballroom Salons 10/11

10:45 a.m.–12:45 p.m.

### Implementation of early childhood curriculum with fidelity

Curriculum fidelity is critical to ensuring that the interactions and activities that make up a curriculum result in positive child outcomes. Explore issues regarding research-based curricula for programs serving infants through preschoolers. Identify the professional development supports necessary to ensure that a curriculum, including its content and process, is implemented as designed by the developers. Examine features critical to successful curriculum implementation, and identify strategies for ensuring a program’s implementation of its curriculum with fidelity.

**Peter Pizzolongo**, ZERO TO THREE; **Allyson Dean**, ZERO TO THREE.

*Curriculum-Theories and Approaches*



## Yerba Buena Ballroom Salons 12/13

10:45 a.m.–12:45 p.m.

### How emerging subjectivity within and between us influences the developing mind

This presentation is designed to examine the role of relationships, attachment, and theory of mind that emerge from the subjective experiences surrounding connections and interactions between teachers, caregivers, parents, and others in the lives of infants and toddlers. Specifically, the impact of negative influences and the disruption or breakdown in positive intersubjectivity will be addressed.

**Keith Pentz**, Kaplan Early Learning Company.

*Social/Emotional Development*

## Yerba Buena Ballroom Salons 14/15

10:45 a.m.–12:45 p.m.

### A new look at babies: From research to policy to practice

Babies ask us to join them as companions in their search for meaning. How we respond to this invitation has lifelong consequences. Many believe that babies are not by nature conscious of people or of their surroundings, or that they are not yet capable of remembering, or that they must be taught key concepts and skills in an orchestrated curriculum. In video analysis of play and interactions, listen to babies' points of view, take a critical look at these assumptions, and explore a new vision of babies as active meaning makers, companions, and imaginative partners in play and learning.

**Marsha Peralta**, Folsom Lake College; **Mary Jane Maguire-Fong**, Maguire-Fong Consulting.

*Learning Environments*

**2:00–4:00 p.m.**

## Foothill C

2:00–4:00 p.m.

### Making, tinkering, and makerspaces: What you need to know about makerspaces and how teachers are using them in their classrooms

STEM starts early! Learn about making, tinkering, and engineering in early childhood from this panel of experts, teachers, and practitioners.

**Cate Heroman**, Cate Heroman, LLC; **Peter Wardrip**, Children's Museum of Pittsburgh; **Megan King**, Passaic Public Schools; **Charity Baker**, Southington Public Schools.

*Curriculum-Theories and Approaches*

## Foothill E

2:00–4:00 p.m.

### Equity in Education Interest Forums panel: Addressing the achievement gap for young children of color

The NAEYC Cultural Interest Forums will address the academic achievement gap and its impact on young children of color. Representatives from the Asian Interest Forum, the Black Caucus Interest Forum, the Latino Interest Forum, and the Tribal/Indigenous Early Childhood Network will address topics such as access to high-quality learning environments, family engagement, disproportionality in discipline, culturally responsive curriculum, and the role of ECE teachers as advocates for social justice and equity.

**Maurice Sykes**, Black Caucus Interest Forum; **Sandy Baba**, Asian Interest Forum; **Jorge Saenz de Viteri**, Latino Interest Forum; **Olivia Coriz**, Tribal and Indigenous Early Childhood Network; **Cathy Gutierrez-Gomez**, Tribal and Indigenous Early Childhood Network.

*Diversity & Equity*

## Foothill F

2:00–4:00 p.m.

### The culture of early care and education in six countries

The culture of early care and education across six countries (US, UK, Ireland, the Netherlands, India, and Canada) will be compared and contrasted. Best practices such as the approach to risk vs. safety across the countries will be discussed. Small and large group discussion and application possibilities will be included.

**Susan Brenner**, Bright Horizons Family Solutions; **Linda Whitehead**, Bright Horizons Family Solutions; **Mumtaz Brown**, Bright Horizons Family Solutions.

*Curriculum-Theories and Approaches*

## Monday | Sessions

### Foothill G


2:00–4:00 p.m.

**Valuing diversity: What leaders need to know to ensure teachers, curricula, and policies work effectively to improve outcomes and reduce bias**

Learn how to meet state and federal guidelines for linguistic and cultural responsiveness to enhance child outcomes, improve teaching practices, reduce challenging behaviors, and unify organizational communities. Hear summaries of key guidelines and participate in learning techniques to support meaningful change in your organizations, such as guided reflection to address bias and results-oriented discussions on content, approaches, attitudes, and curriculum.

**Karen Nemeth**, Language Castle LLC; **Barbara Kaiser**, Challenging Behavior.

*Diversity & Equity*



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## Featured Session

### Golden Gate A

2:00–4:00 p.m.

**Claiming your calm during transitional turmoil: Four personal core strategies and six energy sources that promote positive thoughts and actions during transitions**

Participate in self-inquiry and self-reflection activities that foster how to maintain positive thoughts and actions during transitions. Identify positive and negative components of transitions. Using your own situations, you will analyze how to nurture positive energy during trying times through the use of four personal core value strategies.

**Beverlyn Cain**, Fayetteville State University; **Holly Elissa Bruno**, Holly Elissa Bruno Keynotes and BAM Radio Network; **Ruth Ann Ball**, University of Oklahoma, Retired; **Alicia Smith**, South Mountain Community College.

## Research Symposium Session

### Golden Gate B

2:00–4:00 p.m.

**Keeping and growing diversity in our profession: Research-based solutions from early childhood and other fields**

With intention, innovation, and investment, we can ensure that early childhood education is the field that professionalizes while maintaining and growing the diversity that is our hallmark and cornerstone. Let's come together to confront our challenges, scale our successes to date, and learn from other fields that have grappled with their own issues and solutions related to diversity and equity.

**Sue Russell**, T.E.A.C.H. Early Childhood® National Center; **Annis Stubbs**, The Papyrus Group; **Farah Bernier**, Google.

Thank you to our  
sponsor of the Research  
Symposium, Pearson.



**Pearson**

## ACCESS Session

### Golden Gate C1

2:00–4:00 p.m.

#### ACCESS to Shared Knowledge, Part III: Current issues and best practices in associate degree early childhood teacher education

During this session there will be round table discussions of current issues in the field of early childhood education. Topics will include the IOM Report: ACCESS Position Paper and Advocacy, Teacher Identity Development: A Collaborative Research Project, writing our stories to develop professionalism in our students, etc.

**Sharon Carter**, Davidson County Community College; **Nancy Beaver**, Eastfield College; **Cheryl Bulat**, Morton College; **Jill Harrison**, Delta College; **Helen Thomas**, Davidson County Community College.

*Professional Development-Education Programs*

### Golden Gate C2

2:00–4:00 p.m.

#### Supporting teachers in early mathematics teaching: Open-source and research-based resources for teacher educators and professional development providers

Preschool teachers across the United States are being asked to support children in their development of a strong foundation in early mathematics. However, because math has until recently been given scant attention, teacher educators and professional development providers need resources to help them prepare and support teachers. This presentation will engage participants in a collection of open-source materials, including teaching and assessment videos, short readings, handouts, activities, and classroom/PD implementation examples (use cases) in early mathematics.

**Linda Platas**, San Francisco State University; **Megan Franke**, University of California, Los Angeles; **Deborah Stipek**, Stanford University.

*Professional Development-Education Programs*

### Golden Gate C3

2:00–4:00 p.m.

#### Increase your ethical competence: Building skills in ethical analysis

This session is designed to help participants learn to identify issues in their workplace that involve ethics. Participants will practice using the NAEYC Code of Ethical Conduct to systematically analyze an ethical dilemma in order to find a morally defensible resolution, and they will practice communicating potentially controversial resolutions to the people involved.

**Stephanie Feeney**, University of Hawaii; **Eva Moravcik**, Honolulu Community College; **Nancy Freeman**, University of South Carolina.

*Professional Development-Education Programs*

### Available at the NAEYC Shop!

#### Teaching the NAEYC Code of Ethical Conduct

2005/2011 Code

Information and guidance to help you teach new and experienced educators about professional ethics and the NAEYC Code of Ethical Conduct

**Item 1181**

List \$20

Institute Price \$16



### Nob Hill A/B

2:00–4:00 p.m.

#### Community of practice: Elevate your professional development

A community of practice (COP) provides opportunities for a group of people with a shared passion to learn from one another and improve their own skills. This workshop is an overview of the components of using COPs with early childhood professionals. Participants will leave with strategies to create their own community of practice to support professional development in early learning.

**Melissa Wheelahan**, Orange County Department of Education; **Carole Browne**, Orange County Department of Education.

*Professional Development Systems*

# Monday | Sessions

## Nob Hill C/D

2:00–4:00 p.m.

### Intentionally revising a QRIS using guiding principles

This session will focus on lessons learned during the revision of Oregon's QRIS. We will share how the development of guiding principles enabled QRIS administrators and stakeholders to develop a shared understanding for the revision. We will then explore how to analyze data to drive revision decisions. Practical discussions on how to weigh data and solutions for addressing conflicting data will be shared, along with supporting documents.

**Tom Udell**, The Research Institute at Western Oregon University; **Dana Bleakney-Huebsch**, The Research Institute at Western Oregon University; **Lauren Peterson**, The Research Institute at Western Oregon University; **Patrick Aldrich**, The Research Institute at Western Oregon University; **Chris Amirault**, consultant.

*Quality Initiatives-QRIS, Compensation, and Licensing*

## Pacific H

2:00–4:00 p.m.

### Using the DEC, CEC, and NAEYC standards alignment: Case examples

Examine a collaborative process used by NAEYC, CEC, and DEC to align their professional standards. With increased focus on blended IHE programs and certification, alignment of current initial and advanced standards has been completed. The alignment process and the alignment results will be discussed. Resources and case examples that demonstrate application of the alignments will demonstrate application in (a) preservice blended programs, (b) an advanced blended program, (c) accreditation program review documents, and (d) state certification policy documents.

**Vicki Stayton**, Western Kentucky University; **Mary Bruder**, University of Connecticut Health Center; **Susan Maude**, Susan Maude Consulting.

*Professional Development-Education Programs*

## Pacific I

2:00–4:00 p.m.

### Serving the whole early childhood community: Engaging kindergarten through grade 3 professionals

Learn about Texas AEYC's efforts to better engage K–3 professionals and how your organization can make changes to do the same. Through reflection and sharing ideas, participants will develop plans to ensure their organization intentionally reaches the whole early childhood community, as NAEYC and its Affiliates strive to be high-performing, inclusive organizations.

**J. Cody Summerville**, Pflugerville Independent School District; **Kimberly Kofron**, Texas AEYC; **Elizabeth Beavers**, University of Houston-Clear Lake.

*Leadership*

## Yerba Buena Ballroom Salons 1/2

2:00–4:00 p.m.

### Layering social skills concepts into your existing curriculum: Diminish unwanted behaviors and give children the skills they need to be successful in school, on the playground, and in life

Learn how the social skills that emerge in the early years are all important prerequisites for success in school and beyond. Develop strategies to teach social skills concepts that children can learn starting at age 2, and discover specific ways to integrate them into your curriculum. Teachers will leave this session ready to start using these concepts right away and will quickly see changes in the climate of their classroom.

**Cheryl Moore**, The Tree House Children's Center, LLC; **Janet Andersen**, The Tree House Children's Center, LLC.

*Social/Emotional Development*

## Yerba Buena Ballroom Salons 3/4

2:00–4:00 p.m.

### A new approach to Standard 6

Big changes are coming! NAEYC is revising and expanding Standard 6, "The Teachers," to place more emphasis on a holistic approach to teacher and staff qualifications. NAEYC will explain its new method for considering professional development opportunities, programs' support of staff excellence, and professionalism when evaluating program portfolio information. This workshop is designed for experienced program administrators or consultants with a detailed knowledge of the NAEYC Accreditation process.

**Susan Hedges**, NAEYC; **Amanda Batts**, NAEYC.

*Accreditation of Programs for Young Children*



## Yerba Buena Ballroom Salons 5/6

2:00–4:00 p.m.

### Meeting directors where they are before pushing them forward: Connecting appropriate supportive strategies to director developmental stages and individual differences

We tend to coach others in the same way we prefer to be coached—yet not all directors are like us, or for that matter like each other. Explore strategies for flexing your coaching style based on director level of learning, work socialization stage, and communication style. This session explores characteristics of technical assistance methods and the link between director stages and guiding approaches.

**Jill Bella**, McCormick Center for Early Childhood Leadership at National Louis University.

*Professional Development-Technical Assistance  
(Coaching, Mentoring, Consultation)*

## Yerba Buena Ballroom Salons 10/11

2:00–4:00 p.m.

### Rethinking quality of infant/toddler environments: The ITERS-3

Participate in discussing characteristics of infant/toddler environments and how they are represented in the ITERS-R: what was missing, what needed to be added, and changes needed to make the scale more valid. Discuss findings from the initial field test of the ITERS-3 and the implications of those findings.

**Richard Clifford**, Frank Porter Graham Child Development Institute; **Debby Cryer**, Environment Rating Scales Institute.

*Learning Environments*

## Yerba Buena Ballroom Salons 12/13

2:00–4:00 p.m.

### Using informational texts and digital media from PBS KIDS to help young children acquire and apply science knowledge

Discover engaging informational texts and high-quality digital resources from PBS KIDS that help children acquire important science knowledge. Find out how to analyze the resources to identify learning opportunities. Get hands-on experience with PBS KIDS ScratchJr, an innovative app that helps children learn core computer coding concepts as they create animated science reports to demonstrate acquired knowledge.

**Jeanne Paratore**, Boston University; **Jean Crawford**, Public Broadcasting Service; **Alicia Poulin**, Chelsea Public Schools.

*Science/Environment/Nature Education*

## Yerba Buena Ballroom Salons 14/15

2:00–4:00 p.m.

### Moving past ambivalence: Resolving our accreditation dilemma—A large nonprofit center, accredited since 1985, faces the challenge of engaging multiple stakeholders in a study of the value of NAEYC Accreditation to maintaining its sustainability

Faced with the decision of whether or not to pursue reaccreditation, center administration decided to embed the accreditation decision into their examination of the long-term sustainability of the program's mission, values, goals, and educational philosophy. This session will provide an overview of how this study and the Appreciative Inquiry process took a difficult decision and created a process that was collaborative, inclusive, and intentional, and which successfully broadened participants' perspectives on the value of NAEYC Accreditation to program sustainability.

**Susan MacDonald**, Inspiring New Perspectives; **Pat Nelson**, Concord Children's Center; **Joanne Saideh**, Concord Children's Center.

*Accreditation of Programs for Young Children*



Enjoy your 45-minute break in the Exhibit Hall, from 4:00–4:45 p.m. located in the Yerba Buena Ballroom, Lower Level.

**4:45–5:45 p.m.**

## Foothill C

4:45–5:45 p.m.

### **L.E.A.D. Early Childhood Clearinghouse: A new resource for benchmarking early childhood program leadership**

Explore a new cross-sector resource—the L.E.A.D. Early Childhood Clearinghouse—and discover how it can support systems development, research, and advocacy efforts regarding the status of the early childhood leadership workforce in the US. This interactive website, including a 50-state leadership profile, reports on the status of preparation, qualifications, credentials, training academies, and regulation of early childhood administrators in programs serving children birth through grade 3. Learn how to use this tool in advancing quality initiatives in your state.

**Michael Abel**, McCormick Center for Early Childhood Leadership; **Teri Talan**, McCormick Center for Early Childhood Leadership.

*Leadership*

## Foothill E

4:45–5:45 p.m.

### **Assessment development in K–3: Coupling rigor and developmentally appropriate practice in one tool**

Debate continues on how best to measure what children know and are able to do in the early grades. This session describes how evidence-centered design, a highly regarded assessment development process, was used to develop a K–3 formative assessment that includes hard-to-measure domains such as social-emotional development and approaches to learning. Results and implications for using formative assessment in K–3 will be considered during an interactive discussion with participants.

**Kathleen Hebbeler**, SRI International; **Suzanne Raber**, SRI International; **Sara Thayer**, SRI International; **Cindy Bagwell**, North Carolina Department of Public Instruction; **Megan Cox**, SRI International.

*Child Assessment (developmental screening, diagnostic evaluation, classroom-based assessment)*

## Foothill F

4:45–5:45 p.m.

### **Understanding the board-staff relationship: The key to nonprofit success**

One of most common challenges in nonprofit organizations is the lack of understanding of board and staff roles and responsibilities. Learn the characteristics of effective partnerships, key steps in onboarding and succession planning, and innovative approaches in measuring board and staff performance against the organization's strategic direction. Join NAEYC Affiliate executive directors and board members as they share their success stories and challenges in becoming a high-performing, inclusive organization.

**Erin Daga**, NAEYC.

*NAEYC Activities*

## Foothill G

4:45–5:45 p.m.

### **Introducing the Gold Standard Certification for CDA training**

Effective, quality training matters for early childhood educators. Recognizing the need for consistent quality at a national level from early care and education training entities, this workshop introduces the new Child Development Associate (CDA) Gold Standard certification. The certification provides public recognition to organizations who work in collaboration with the council to support the professional development and training of CDA candidates. This session will discuss the certification development and criteria of assessment of quality ECE training.

**Camille Bryan**, Council for Professional Recognition; **Valora Washington**, Council for Professional Recognition.

*Professional Development Systems*

## Golden Gate A

4:45–5:45 p.m.

### Climate of joy: Creating authentic happiness in the work we do

Disaffection among workers, including those in early childhood settings, has led to research and corporate discussions on how to create “happy workers” in order to improve morale, productivity, and even workplace safety. Participants in this interactive session will reflect on how working with purpose and meaning leads to work that is personally and professionally satisfying. The ultimate aim of the session is to define a common work purpose that generates joy for the children, families, and each team member.

**Luis Hernandez**, TTAS/Western Kentucky University.

*Administration/Management*

## Golden Gate B

4:45–5:45 p.m.

### Implementing birth–grade 3 systems: Challenges and opportunities

Much work is being done to foster support and build capacity for the adoption of birth–grade 3 systems in forward-thinking early childhood programs. This session brings together a panel of current leaders in the field whose work is supporting the successful implementation of birth–grade 3 systems in their area. Participants will have an opportunity to learn about the processes, opportunities, challenges, and successes related to this groundbreaking work.

**Breeyn Mack**, Teaching Strategies.

*Program Quality, Evaluation, and Accountability*

## Golden Gate C1

4:45–5:45 p.m.

### Utilizing professional learning communities to implement a statewide special needs credential

The foundation for a statewide special needs credential for early childhood educators is based on current research in developmentally appropriate practice, early childhood inclusion, and universal design for learning to ensure high-quality inclusive education for all children. Utilizing professional learning communities fosters collaborative learning and allows for training, self-directed learning, and onsite mentoring to engage early childhood educators. Participants learn how to implement a special needs credential in their own program, community, or state.

**Nicole Briceno**, University of Southern Mississippi; **Alicia Westbrook**, University of Southern Mississippi.

*Children with Disabilities/Early Intervention*

## Golden Gate C2

4:45–5:45 p.m.

### Debating NAEYC’s Higher Education Community of Practice

Come learn how to join and engage in the Higher Education Community of Practice. This is a “bring your own device” event designed to introduce users to the logistics and benefits of the newly launched online community.

**Anthony Durborow**, NAEYC; **Mary Harrill**, NAEYC.

*NAEYC Activities*

## Golden Gate C3

4:45–5:45 p.m.

### Which states lead on leaders? Mapping and comparing the 50 states

Strong leadership can help drive long-term student success in pre-K programs, yet many building level administrators—both elementary school principals and center directors—do not have training in early childhood education. Explore and compare state policies for principal and center director preparation, professional learning, and compensation.

**Abbie Lieberman**, New America; **Laura Bornfreund**, New America.

*Advocacy/Public Policy*

# Monday | Sessions

## Nob Hill A/B

4:45–5:45 p.m.

### Expanding education pathways: Exploring National Board Certification opportunities for Head Start and community-based early educators through a model of economic and social support

The 2015 report “Transforming the Workforce for Children Birth through Age 8” challenges the ECE system to think creatively about new ways to improve teaching practices. This workshop will highlight developments that are under way to offer a model of economic and social supports designed to assist Head Start and community-based early education teachers in earning National Board Certification. Attendees will discuss research, analyze policy climates, and understand state readiness for this model.

**Sue Russell**, T.E.A.C.H. Early Childhood® National Center; **Julie Rogers**, T.E.A.C.H. Early Childhood® National Center.

*Professional Development Systems*

## Pacific H

4:45–5:45 p.m.

### State and local implementation of “Watch Me! Celebrating Milestones and Sharing Concerns,” a professional development training from CDC’s “Learn the Signs. Act Early.” program

Discover how this free, interactive online training tool has been implemented in professional development systems to help early care and education providers identify and monitor developmental milestones, recognize signs of potential delay, and share observations with parents. Learn about new resources, including a group facilitation guide and the Spanish language version of the training, as well as ideas for using materials in classroom settings and for family engagement.

**Julia Abercrombie**, Centers for Disease Control and Prevention.

*Professional Development Systems*

## Pacific I

4:45–5:45 p.m.

### Elevating the profession around the world: Latin American and US professional preparation standards and competencies

In this session, representatives from Latin American countries and the United States will share their experiences creating and implementing early childhood teacher preparation standards and competencies. Each representative will describe the impetus for creating the standards, the process of developing them, their experiences disseminating and implementing these standards, and the challenges they encountered. The session will provide an opportunity to learn from other countries and join efforts to elevate the profession around the world.

**Cristina Gillanders**, University of Colorado Denver; **Crisanto Quiroga Otalora**, Universidad de la Sabana; **Sandra Varela Londoño**, Universidad de La Sabana; **Marlene Zepeda**, California State University, Los Angeles; **Blanca Bonnelly Llodrá**, INICIA Educación.

*Professional Development Systems*

## Yerba Buena Ballroom Salons 1/2

4:45–5:45 p.m.

### Place-based science learning to foster young children’s academic development

Explore an innovative approach to early childhood curriculum that uses project-based, place-based culturally responsive science learning experiences to promote children’s academic proficiency. Discuss the importance of building children’s sense of place and discover tools to develop emergent science curriculum that integrates place-based learning principles. Investigate an example of a project implemented in a preschool classroom in Hawaii with documentation of how children meet learning standards while deepening their standards-based language and literacy skills.

**Miya Nishio**, University of Hawaii at Manoa; **Leah Muccio**, University of Hawaii at Manoa.

*Science/Environment/Nature Education*



## Yerba Buena Ballroom Salons 3/4

4:45–5:45 p.m.

### Leadership speed-date: Learn how you can be an NAEYC leader

Speed-date with NAEYC leaders to learn how you can get involved in different leadership opportunities throughout NAEYC. Come learn more about ways that you can help to shape the early childhood profession as an NAEYC leader.

Current and former members of the NAEYC Governing Board, Council for NAEYC Accreditation, Affiliate Advisory Council, Interest Forum Facilitators, and Peer Reviewers.

NAEYC Activities

## Yerba Buena Ballroom Salons 5/6

4:45–5:45 p.m.

### Racial/ethnic stratification of the early childhood workforce and potential drivers behind inequities in the field

Explore national and state-level data on the racial/ethnic makeup of the early childhood workforce and the potential drivers of inequities across and within sectors. Discuss the implications of racial stratification for children and teachers, and learn strategies to promote greater equity across settings and roles.

**Bethany Edwards**, Center for the Study of Child Care Employment; **Lea Austin**, Center for the Study of Child Care Employment.

Diversity & Equity

## Don't forget to check out the Institute App!

Search NAEYC Events in app stores to download.



Follow the conversation on Facebook and Twitter using [#naeycINST](#).

## Yerba Buena Ballroom Salons 10/11

4:45–5:45 p.m.

### Innovations in bridging research, policy, and practice: Lessons from a policy-research network focused on the early care and education workforce

Learn about building a collaborative research network in your community to inform policy and practice. We will share lessons learned from a successful network that brings together funders, policy makers, researchers, and practitioners to (a) focus on the early care and education workforce and prekindergarten implementation, (b) preview emerging findings from ongoing research, and (c) explore opportunities to apply the research collaborative model to your community.

**Kate Tarrant**, New York Early Childhood Professional Development Institute; **Sherry Cleary**, New York Early Childhood Professional Development Institute; **Sara Vecchiotti**, The Foundation for Child Development; **Lacey Peters**, Hunter College; **Sherryl Graves**, Hunter College.

Advocacy/Public Policy

## Yerba Buena Ballroom Salons 12/13

4:45–5:45 p.m.

### Building teacher leadership and instructional excellence in early childhood: A statewide professional learning model

This presentation describes the development and implementation of a multiyear statewide professional learning and leadership network for preschool and kindergarten teachers. Information related to the development and administration of this professional learning model will be shared. Lessons learned through the implementation process will also be addressed. Presenters will share data from surveys and focus groups that provide evidence of improved instructional practices among teachers in early childhood programs serving children who are at risk.

**Sonia Michael**, Berea Early Childhood Regional Training Center; **Annie Rooney-French**, Kentucky Department of Education; **Elizabeth McLaren**, Morehead State University.

Professional Development-Technical Assistance (Coaching, Mentoring, Consultation)

## Monday | Sessions

### Yerba Buena Ballroom Salons 14/15

4:45–5:45 p.m.

#### **“What’s your idea for solving the problem?” Involving children in the conflict-resolution process**

Preschool children encounter conflicts every day, and resolving them can either be empowering or frustrating. When teachers adopt a problem-solving approach to resolving conflicts with children, they will find that the process benefits children and empowers them to become confident problem solvers now and in the future. In this session, participants will examine their own feelings and ways of dealing with conflicts and learn the benefits of involving children in the process of resolving conflicts.

**Kenneth Sherman**, HighScope Educational Research Foundation.

*Social/Emotional Development*



### Institute Evaluation

#### **Your opinion is important to us!**

Please remember to complete the **2017 Institute evaluation survey**, which will be sent to you electronically immediately following the Institute. NAEYC sincerely values your feedback, which is used to evaluate the Institute and to plan future NAEYC professional development activities.

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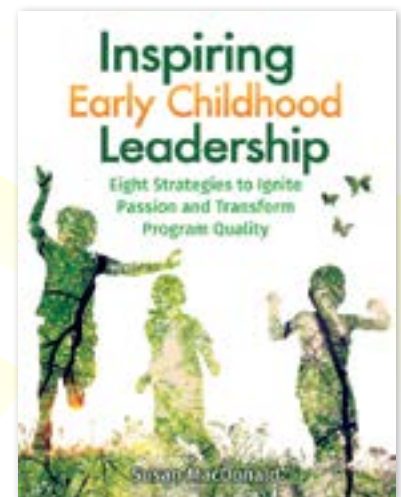
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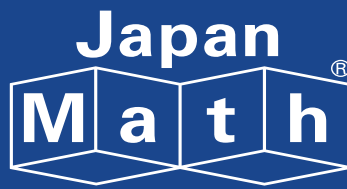
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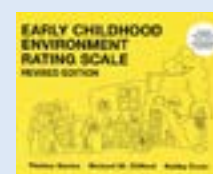
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# Tuesday

## Join CAAEYC for “An Evening of Discovery” at the Children’s Creativity Museum

Join the California Association for the Education of Young Children for “An Evening of Discovery” at the innovative Children’s Creativity Museum of San Francisco, 6:30–9:00 p.m. This private, after-hours event will provide an inspiring evening of exploration and creation as you explore the programs and exhibits of the museum. Tickets are \$43.00. Registered participants should bring their purchase confirmation and Institute badge to the CAAEYC table near the registration area **no later than 12:00 noon on Tuesday, June 13**, to pick up their wristband. All registrants must wear their wristbands for access to the event. The Children’s Creativity Museum is less than two blocks from the Institute venue—we’ll meet you there!

## 8:00–10:00 a.m.

### Foothill C

8:00–10:00 a.m.

#### Who, ME? Yes, YOU! Early educators running for office, serving on boards, and influencing policy

To achieve universally accessible, high-quality early education and care in our country, we need the voices of those who have had experience working directly with children and families to run for public office, serve on boards, and sit at tables that influence policy. This workshop offers professionals across the field opportunities to hear from early educators who have run for office (and won!) and to consider ways to expand their roles as leaders and advocates. The session will be a combination of interactive discussions and sharing information.

**Amy O’Leary**, Strategies for Children; **Beth Bye**, Connecticut General Assembly; **Betsy Carlin**, EC Consulting.

*Advocacy/Public Policy*

### Foothill E

8:00–10:00 a.m.

#### Faculty supporting underprepared students’ success

The workshop will offer college faculty members strategies they can use to assess underprepared student academic competencies, including engaging students in self-assessment; building on students’ prior knowledge; supporting enhancement of reading, writing, and comprehension skills; and enhancing students’ belief in their ability to succeed in your course.

**Cecelia Alvarado**, University of the District of Columbia Community College.

*Professional Development Systems*

### Foothill G

8:00–10:00 a.m.

#### Reboot the brain to reach higher levels of thinking: Using connections, energetic activity, movement, and music to boost student learning and self-regulation

Teachers often despair about children’s poor attention, increased distractibility, and disconnected relationships. Come learn effective teaching strategies, such as intentional greetings, interactive morning meetings, purposeful play, and powerful closing activities, that meet the vital needs of the developing brain while boosting children’s sense of safety, creating secure attachments, and increasing awareness of self and others, as well as improving listening and prosocial behavior, as you create a compassionate and empowered learning environment.

**Kim Hughes**, Conscious Connections LLC.

*Learning Environments*

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This important book guides a director through steps to build respectful, dynamic, and welcoming relationships with families and staff.

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## Featured Session

### Golden Gate A

8:00–10:00 a.m.

#### Lifting as you climb: Leadership development in families

Families are the core of our profession and the core of leadership development in our communities. This session addresses leadership development in the family as we reflect on (a) the ways in which our skills and abilities are influenced by family experience, (b) the ways parents and adult family members develop and use leadership skills and abilities in their interactions with children, (c) the cultural contexts of leadership, and (d) the ways early childhood professionals can assist children and adult family members in recognizing and strengthening their leadership potential.

**Debra Sullivan**, Seattle Black Child Development Institute; **Holly Elissa Bruno**, Holly Elissa Bruno Keynotes and BAM Radio Network; **Janet Gonzalez-Mena**, Gonzalez-Mena Consultants; **Luis Hernandez**, TTAS/Western Kentucky University.



Thank you to our sponsor of this Featured Session,  
HighScope Educational Research Foundation.

### Golden Gate B

8:00–10:00 a.m.

#### Music-based instruction to support the self-regulation skills of young children

Planned music experiences can joyfully engage all young children in learning important skills necessary for self-regulation, including management of emotions, impulsivity, working memory, flexibility, and social relationships. This interactive session will explore intervention strategies using the medium of music. Demonstrations and examples of songs, picture books, and play-filled activities will be introduced.

**Anne Watson**, Meeker Creative Consulting.

*Social/Emotional Development*

### Golden Gate C1

8:00–10:00 a.m.

#### When a professional comedian taught kindergarten: How play and humor increase rigor and support effective classroom management

This workshop explores how play and humor increase rigor and promote effective classroom management in early childhood classrooms. Participants will (a) examine the developmental benefits of play and humor, (b) investigate personal, cultural, and institutional barriers to play and humor in ECE settings, and (c) discuss and apply examples of play and humor to real-world challenges that ECE practitioners face.

**Alvin Irby**, Barbershop Books.

*Play*

### Golden Gate C2

8:00–10:00 a.m.

#### Examining the impacts of faculty learning communities on student outcomes

The PATH program at San Francisco State University has reached exceptional student success in ECE teacher preparation, largely by creating a model for faculty collaboration and coordination. Curriculum is designed, sequenced, and scaffolded throughout the pathway to offer students a holistic and evolving set of writing, oral communication, critical thinking, and child development competencies. PATH faculty will share best practices from their cross-disciplinary faculty learning community and discuss teaching in PATH and how it has transformed their teaching practices.

**Lygia Stebbing**, EDvance at San Francisco State University; **Todd Warnerman**, San Francisco State University; **Isauro Escamilla Calan**, Las Americas Early Education School (San Francisco Unified School District) and San Francisco State University; **Lisa Wadors Verne**, San Francisco State University; **Heather Jones**, San Francisco State University; **Laura Miles-Banta**, San Francisco State University.

*Professional Development-Education Programs*



## Golden Gate C3

8:00–10:00 a.m.

### Final report of the study on technology and interactive media for young children: A whole-child approach connecting the vision of Fred Rogers to research and practice

This study sought to advance the vision and mission of Fred Rogers by identifying and describing innovative and evidence-based uses of technology and media that promote positive social and emotional development for young children. The researchers conducted a review of the literature, research, and teaching practices that connect what we know about healthy social and emotional development of children from birth to age 8 with evidence-based practices in the use of technology and digital media to promote social-emotional skills and prosocial behaviors.

**Katie Paciga**, Columbia College Chicago, Erikson Institute, Fred Rogers Center; **Chip Donohue**, Erikson Institute; **Jeremy Boyle**, St. Vincent College.

Research

## Nob Hill A/B

8:00–10:00 a.m.

### Leading, consulting, and collaborating: Innovative ways to make a difference in the new climate of regulations, standards, and funding requirements

In today's climate of increasing demands on early childhood programs, consultants and administrators need to work together effectively and efficiently to ensure sustainable change in their programs that meets current best practice standards. This unique, discussion-focused session will bring consultants and organization leaders together to learn about and consider new strategies for collaborating to achieve desired outcomes for young children. Participants and presenters will share practical strategies that work, along with new ideas and resources.

**Karen Nemeth**, Language Castle LLC; **Michelle Barnea**, Michelle A. Barnea Consulting; **Pam Brillante**, William Paterson University.

Leadership

## Nob Hill C/D

8:00–10:00 a.m.

### Power to the Profession: The blueprint for a more defined, unified, and supported ECE profession

The compensation, professional preparation, entry qualifications, and performance expectations for early childhood educators vary significantly across settings and states. Addressing these gaps will require more than a quick fix. NAEYC staff will provide an overview of Power to the Profession, a profession-led initiative to advance early childhood educators as a more defined profession and deliver on the promise of early learning. Participants will then have the opportunity to engage in the national dialogue.

**Katherine Kempe**, NAEYC; **Sarah LeMoine**, ZERO TO THREE.

Leadership

## Pacific H

8:00–10:00 a.m.

### Inclusion of young children with disabilities in community settings: How to translate research and policy into feasible practice and action

This session will facilitate a discussion on the successes and challenges of translating policy and research related to including young children with disabilities in community settings. Specifically, we will look at federal policies, current research, and professional recommendations on inclusion and professional collaboration. Participants will develop action plans on how to engage communities and states in maintaining effective supports and overcoming barriers in this area.

**Loretta Hayslip**, University of Illinois; **Jenna Weglarz-Ward**, University of Nevada, Las Vegas; **Nicole Atwell**, University of Nevada, Las Vegas.

Children with Disabilities/Early Intervention

## Tuesday | Sessions

### Pacific I

8:00–10:00 a.m.

#### Utilizing digital pedagogic documentation to inform teacher learning

Job-embedded teacher professional development is critical for teachers' long-term transference of knowledge into classroom practice. Utilizing touch technology as a tool for professional development, we explore the ways pedagogic documentation can inform teacher learning. Participants will discover ways to collect, analyze, and learn from moments captured in the classroom through the use of touch technology. This innovative approach provides teachers the opportunity to use pedagogic documentation in multiple ways to inform practice.

**Victoria Damjanovic**, University of South Florida;  
**Jennifer Ward**, University of South Florida.

*Technology and Professional Development/Management*

### Yerba Buena Ballroom Salons 1/2

8:00–10:00 a.m.

#### Using video in early care and education courses and trainings: Effective strategies to enhance learning and reflection

Explore strategies for utilizing video clips to engage current and future teachers in learning and/or reflection of their teaching practices. Identify the qualities that make video useful for courses and trainings and discuss how to find and select video examples. Analyze how different types of video might be used to stimulate thinking and enhance learning objectives for adult learners.

**Julia DeLapp**, Eastern Connecticut State University;  
**Sudha Swaminathan**, Eastern Connecticut State University.

*Professional Development-Education Programs*

### Yerba Buena Ballroom Salons 3/4

8:00–10:00 a.m.

#### Myths and realities of culturally conscious practice: Integrating perceptions and experiences of preservice and in-service early childhood educators to better serve children and families

This workshop advances the cultural consciousness of early childhood educators to serve historically marginalized and underrepresented communities. Participants learn about research on key experiences in developing cultural consciousness as early childhood professionals. They will examine facilitators and barriers in the development and delivery of practices to serve all children and families. Finally, participants will gain resources to support children's holistic development in birth-to-5 settings.

**Adam Kennedy**, Loyola University Chicago; **Anna Lees**, Western Washington University.

*Diversity & Equity*

### Yerba Buena Ballroom Salons 5/6

8:00–10:00 a.m.

#### How systems learn: Using systems thinking tools for effective early childhood leadership

Early childhood systems are complex and dynamic: they change, grow, and learn. Knowing and recognizing the developmental patterns of social systems can help you and your colleagues lead vibrant early learning systems. Systems thinking tools give you practical ways to understand, recognize, and communicate about these developmental patterns. Learn to use systems thinking tools to (a) advance NAEYC HPIO principles, (b) successfully engage EC educators in completing degrees and obtaining credentials, and (c) create common vision among groups and people with competing priorities.

**Ida Rose Florez**, Elementary Institute of Science.

*Leadership*

### Yerba Buena Ballroom Salons 10/11

8:00–10:00 a.m.

#### Growing a quality team

Identify the stages of team development while learning strategies to develop a team environment within your center or school.

**Alice Oliver**, The Sunshine House Early Learning Academy.

*Administration/Management*

## Yerba Buena Ballroom Salons 12/13

8:00–10:00 a.m.

### Exploring the Caring Conversations Café Model: Discovering a new way to engage families and providers in meaningful conversations to improve quality

Come engage and learn about how to enhance family engagement to support healthy child development through the Caring Conversations Café Model. This session will explore how cafés can create the types of experiences and environments that increase quality and support parent and professional relationships, share unique resources, and develop important new skills for caring for very young children.

**Jodi Whiteman**, ZERO TO THREE; **Jamie Morrison-Ward**, Curriculum Concepts; **Wendolly Lemus**, Child Care Alliance, Los Angeles; **Alex Himmel**, Los Angeles Universal Preschool.

*Family Support and Engagement*

## Yerba Buena Ballroom Salons 14/15

8:00–10:00 a.m.

### Building a professional development system before it is required: Strategies to support the workforce and state stakeholders

Across the country, states are in various stages of implementing PD systems to meet the needs of early childhood professionals. Workforce registries, often the foundation of a PD system, may be completely voluntary, required as tied to a particular initiative, or mandatory for all working in licensed programs. This session will explore how to build a registry that is meaningful and valuable to users when participation is not yet mandated, by communicating a clear vision, building a membership culture, and highlighting benefits for individuals as well as the early childhood field.

**Amy Ludwig**, New York Early Childhood Professional Development Institute; **Diana Diaz**, New York Early Childhood Professional Development Institute.

*Professional Development Systems*



Enjoy your 45-minute break in the Exhibit Hall, 10:00–10:45 a.m., located in the Yerba Buena Ballroom, Lower Level.

## 10:45 a.m.–12:45 p.m.

### Foothill C

10:45 a.m.–12:45 p.m.

### Turning research into action: Improving the language skills of immigrant children from families with low incomes

Studies from Anne Fernald's lab at Stanford show that toddlers from families with low incomes are six months behind in language learning skills by age 2. In this session, participants will review this cutting-edge research and learn how it has been translated into parenting and early childhood programs for families living in poverty in the United States and abroad, with impressive results. The session will include presentations, videos, small group discussions, and activities relevant to participants' work.

**Ellen Galinsky**, Bezos Family Foundation; **Anne Fernald**, Stanford University.

*Language & Literacy*

### Foothill E

10:45 a.m.–12:45 p.m.

### Music in the early childhood curriculum: Using music to support developmentally appropriate practice in the preschool classroom

The importance of music in the home and classroom is becoming clear. New understandings of the nature of informal learning suggest the importance of music to the development of literacy, mathematics, and other content areas and the necessity of an arts-rich environment in preschool. Music is the first patterning interaction children experience, and it helps engage them in literacy, science, and math, even when they don't recognize the activities as "learning." Music is a highly social, natural, and developmentally appropriate way to engage even the youngest child in any curriculum.

**Eugene Geist**, Ohio University; **Kamile Geist**, Ohio University.

*Fine and Performing Arts*

## Tuesday | Sessions

### Foothill F

10:45 a.m.–12:45 p.m.

#### Preschool balancing act: Maintaining accountability to standards while valuing the importance of play throughout the curriculum

Learn techniques that ensure learning goals and standards are met within a play-based curriculum. Create curricular activities that integrate concepts from multiple domains that help meet various standards. Motivate early childhood educators and administrators to use play-based strategies to assess young children.

**Meredith Schilling**, Ohio State University.

Play

### Foothill G

10:45 a.m.–12:45 p.m.

#### Helping early childhood teachers feel more comfortable with STEAM concepts: What we can learn from Fred Rogers to apply to today's children and professionals

Learn why STEAM concepts are important—and natural—in early childhood and how we can approach them in developmentally appropriate ways. Explore different ways to use questions to nurture curiosity. Understand STEAM concepts in everyday words and everyday ways. Consider resources in the community to help. Discuss brief, treasured “Mister Rogers’ Neighborhood” videos—including the memorable crayon factory.

**Hedda Sharapan**, The Fred Rogers Company.

Science/Environment/Nature Education

## Featured Session

### Golden Gate A

10:45 a.m.–12:45 p.m.

#### Promoting kindness and resilience in turbulent times: Why social and emotional skills matter now more than ever

Discuss the state of kindness and resilience in our classrooms, communities, and in the country. Share the developmental progression and roots of kindness and resilience from infancy through primary grades. Provide ideas to help teacher educators and professional development providers create strategies to model kindness and resilience, be planful in teaching social and emotional skills, and also to seize teachable moments. Underneath all thoughts, feelings, and actions, we must first understand ourselves—what helps us be a good model for the children around us?

**Karen Cairone**, Education Development Center; **Rosemarie Allen**, Metropolitan State University of Denver; **Barbara Kaiser**, self-employed; **Marilou Hyson**, University of Massachusetts, Boston; **Mary Louise Hemmeter**, Vanderbilt University.

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NAEYC is releasing a new series of brochures to help families understand how to identify high-quality programs and schools, and what caregivers and teachers do to help children learn and grow. Infant, toddler, and preschooler versions are available now. Kindergarten and first, second, and third grader versions coming soon!

**Infant:** Item 3100

**Toddler:** Item 3101

**Preschooler:** Item 3102

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## Research Symposium Session

### Golden Gate B

10:45 a.m.–12:45 p.m.

#### **Stop barking up the wrong tree: Learning who controls what for early childhood educators, and how we can make change happen**

Join NAEYC and New America as we share information about a joint research to policy project identifying the key state policies, governance bodies and decision-making processes and positions related to the entire birth through 8 workforce. This project will allow us to learn together not about what a given state's policies are, nor what they should be, but rather what the process is for how to change and make progress—and what the implications are for your own state policy and advocacy efforts!

**Laura Bornfreund**, New America; **Lauren Hogan**, NAEYC.

Thank you to our  
sponsor of the Research  
Symposium, Pearson.



### Golden Gate C1

10:45 a.m.–12:45 p.m.

#### **The part of art that's from the heart: Using art to develop critical and creative thinking skills in young children**

This workshop will focus on thinking processes children can be encouraged to use during appropriate art activities. Emphasis is placed on the thinking skills that children are experiencing rather than on completing a final product. Participants will have opportunities to look at completed projects and determine which thinking skills can be supported and encouraged during the activity. Attendees will experience hands-on activities and record their thinking processes and interests. A final assessment will help participants adapt the information into their current situation.

**John Funk**, University of Utah.

*Creative Arts*

### Golden Gate C2

10:45 a.m.–12:45 p.m.

#### **What do infant/toddler educators need to know, do, and believe? Defining competencies for professional practice with infants and toddlers**

Review a comprehensive set of eight competencies (including knowledge, dispositions, and skills) for infant/toddler educators. Evaluate one competency domain to provide critical feedback. Analyze vignettes that assess competencies by applying knowledge to specific contexts. Develop strategies to utilize a competency framework as part of reflective practice and professional development for infant/toddler educators.

**Claire Vallotton**, Michigan State University; **Maria Fusaro**, San Jose State University; **Gina Cook**, California State University, Stanislaus.

*Professional Development-Education Programs*

### Golden Gate C3

10:45 a.m.–12:45 p.m.

#### **Linguistic diversity and translation: Now that we did it, does it still make sense?**

Considerations when you begin down the path of quality translation include accuracy of the translation, subject matter challenges, reading level challenges, technology challenges, translating training materials, and having interpreters at in-person training events. Participants will work in small groups to discuss each of these topics. Presenters from Wisconsin and Oklahoma will share experiences dealing with and overcoming the challenges of attempting to meet the linguistic diversity of the populations served.

**Nicole Lopez**, The Registry, Inc.; **Jill Soto**, Center for Early Childhood Professional Development; **Betzaida Heredia**, The Registry, Inc.

*Diversity & Equity*



## Tuesday | Sessions

### Nob Hill A/B

10:45 a.m.–12:45 p.m.

#### Enhancing higher education programs to reflect cultural, linguistic, and individual diversity: A quality blueprint

This presentation will share an evidence-based model and resources to help higher education programs incorporate an explicit and intentional emphasis on cultural, linguistic, and individual diversity. Session handouts and examples will emphasize identifying a vision for future graduates and integrating new perspectives across coursework and field experiences. Each participant will leave with a blueprint for enhancing their own work.

**Camille Catlett**, Frank Porter Graham Child Development Institute; **Susan Maude**, Susan Maude Consulting.

Professional Development-Education Programs

### Nob Hill C/D

10:45 a.m.–12:45 p.m.

#### Games for young mathematicians: Mathematics learning, persistence, and growth mindset in preschool

Children are never too young to have meaningful mathematical experiences. In this session, participants will play mathematics games, watch videos of children engaging in mathematics, and discuss children's mathematical thinking, growth mindset, and persistence at challenging tasks. Participants will leave with new ideas and resources.

**Kristen Reed**, Education Development Center; **Jessica Young**, Education Development Center.

Mathematics

### Pacific I


10:45 a.m.–12:45 p.m.

#### CLASS: Interactions that matter for teacher education

Increases in accountability standards (CAEP 2015) prompted teacher educators to adopt evidenced-based tools for optimizing teaching and learning outcomes. University faculty will share why and how the Classroom Assessment Scoring System (CLASS) is a necessary tool for teacher education. Participants will review a theory of change model, identify areas to implement CLASS within coursework and program experiences, and develop their own action plan.

**Karrie Snider**, University of Central Missouri; **Nicole Nickens**, University of Central Missouri; **Lisa Robbins**, University of Central Missouri.


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## Yerba Buena Ballroom Salons 1/2

10:45 a.m.–12:45 p.m.

### The achievement gap: A social justice imperative—The role of the ECE leader

The achievement gap is real—it starts early, it is persistent, and it is reversible! Learn the basic tenets of social justice and why closing the achievement gap is a moral imperative for social justice leaders. Engage in examining the root causes of the achievement gap and how high-quality programs led by leaders who are progressive in their thinking and transformational in their actions can reverse the gap by developing the knowledge, skills, and courage needed to lead the way.

**Maurice Sykes**, Early Childhood Leadership Institute.

*Leadership*

## Yerba Buena Ballroom Salons 3/4

10:45 a.m.–12:45 p.m.

### Building strong learning environments: Systems, practices, and processes for creating powerful learning climates and cultures

It takes strengths-based and experiential learning approach processes to transform educational mindsets/practices and establish positive learning climates and cultures. Learn new strengths-based and experiential learning approach practices that will help you support and enhance all program community members' knowledge, skills, and dispositions. Conceptualize and plan how these practices can be embedded within your educational context.

**Allen Rosales**, YMCA of Metro Chicago.

*Leadership*

## Yerba Buena Ballroom Salons 5/6

10:45 a.m.–12:45 p.m.

### Fostering meaningful investigation through provocation

Learn and practice the design process—a systematic approach used by engineers to solve problems—as an approach for deepening meaningful investigations in early learning environments. Learn six provocation styles as instructional strategies to support and intentionally design an investigation-based learning experience for children. Learn how intentional investigations can foster engineering behaviors in young children.

**Constant Hine**, Kodo Kids.

*Curriculum-Theories and Approaches*

## Yerba Buena Ballroom Salons 12/13

10:45 a.m.–12:45 p.m.

### Creating a cycle for everyday evaluation with logic models and strategic planning

Participants will gain real-world experience developing logic models to guide and evaluate the implementation of their programs and practices. Building on this base knowledge, participants will then be guided through an experience to use logic models to begin to envision their organization's short- and long-term strategic direction. Participants will leave with tools they can use effectively and efficiently to create a cycle of evaluation and planning for everything from day-to-day practices to long-term strategic visioning!

**Maegan Lokteff**, Grand Beginnings.

*Administration/Management*

## Yerba Buena Ballroom Salons 14/15

10:45 a.m.–12:45 p.m.

### Creating intentional coaching systems: Transforming organizational practices from “me” to “we”

Participants will explore considerations for creating an intentional and individualized coaching system that supports effective coaching practices used throughout an organization. Through such capacity-building coaching, staff come to realize their own possibilities, which increases the entire organization's outcomes. Participants will reflect on their current practices, examine capacity-building coaching theory and its systemic benefits, and create an individualized map for a coaching system.

**Becky Keigan**, Clayton Early Learning; **Janet Humprhys**, University of Colorado Denver; **Geri Mendoza**, University of Utah; **Kristen Klassen**, University of Colorado Denver.

*Professional Development-Technical Assistance (Coaching, Mentoring, Consultation)*

**2:00–4:00 p.m.**

## Foothill C

2:00–4:00 p.m.

### **The integrated nature of learning: How play, learning, and curriculum fit together**

Much has been written about how young children learn concepts specific to math, science, language, society, and the arts. Yet it is challenging to plan curriculum that inspires children's sense of wonder, delights and motivates them to learn, and simultaneously meets academic standards. "The Integrated Nature of Learning," a new resource from the California Department of Education, addresses this challenge. Explore how to plan integrated curriculum as contexts for learning and experience a reflective planning cycle that keeps wonder and joy at the center of the curriculum.

**Mary Jane Maguire-Fong**, Maguire-Fong Consulting;  
**Peter Mangione**, WestEd; **Cecilia Fisher-Dahms**,  
California Department of Education.

*Curriculum-Theories and Approaches*

## Foothill E

2:00–4:00 p.m.

### **Thrive, succeed, and be ready: Learning from the successes and challenges of statewide early childhood campaigns**

What differences can statewide early childhood campaigns make for children, families and communities? Come hear from leaders who can share what their different efforts have meant for their different states in everything from advocacy to funding—and learn how you can best engage (or work to develop!) a campaign in your state.

**Steven Hicks**, Ready at Five; **Camille Maben**,  
First 5 California.

*Advocacy/Public Policy*

## Foothill F

2:00–4:00 p.m.

### **Examining the validity of child assessment based on teacher observation**

Observation-based assessment is widely recognized as a developmentally appropriate method for gathering information about what young children know and can do. This interactive session will demonstrate an innovative method that was developed as part of a validity examination of an observation-based formative assessment. Presenters will describe the method, provide sample data, and walk participants through how the process can be used to examine validity of data from observation-based assessment tools.

**Megan Cox**, SRI International; **Suzanne Raber**, SRI  
International; **Kathleen Hebbeler**, SRI International.

*Child Assessment (developmental screening, diagnostic  
evaluation, classroom-based assessment)*

## Foothill G

2:00–4:00 p.m.

### **Systematically supporting quality programs through the creation of outdoor classrooms**

Participants will receive motivational research-based information that they can use to systematically encourage program improvement, including meeting criteria related to participation in a quality rating system, through the creation of outdoor classrooms. They will hear stories of success, setbacks, and joys as a community collaborates to provide optimal care for children in central Texas.

**Sherry Trebus**, Workforce Solutions of Central  
Texas; **Paula Barnes**, Workforce Solutions of Central  
Texas; **Heather Fox**, Dimensions Educational  
Research Foundation.

*Program Quality, Evaluation, and Accountability*

## Featured Session

### Golden Gate A

2:00–4:00 p.m.

#### Pathways for success: Supporting diversity in the early childhood workforce through higher education

The presentation highlights EDvance, of the Child and Adolescent Development Department at San Francisco State University, a program designed to support underrepresented early childhood educators in BA degree attainment. As educational standards rise nationally, it is critical to understand and address barriers to degree attainment for underrepresented students. This presentation will highlight essential program elements that have resulted in unprecedented four-year graduation rates.

**Lygia Stebbing**, EDvance at San Francisco State University; **Ashley Williams**, EDvance at San Francisco State University; **September Jarrett**, San Francisco Office of Early Care and Education; **Yohana Quiroz**, Felton Institute; **Chelsea McNutt**, San Francisco State University; **Licette Montejano**, San Francisco State University.

Thank you to our sponsor of this Featured Session, Branagh Information Group.



### Golden Gate B

2:00–4:00 p.m.

#### How to break the subconscious culture of “us and them”: Early childhood educators’ perception of and response to behavior encourages inequity—learn immediate changes that promote unity and emotional health instead

Most of us unconsciously promote an “us and them” culture. Review the unhealthy side effects of seeing child (and adult) behaviors as good or bad, and discover how to shift from old beliefs to a new safety-based perception of behavior. This shift promotes emotional regulation, increases resiliency, and improves mental health outcomes for all. It is supported by multiple fields of research and grounded in optimal brain development. From this new viewpoint, we will then learn how to create a compassionate culture of “we” that fosters both unity and healthy individuality.

**Becky Bailey**, Conscious Discipline.

*Diversity & Equity*

### Golden Gate C1

2:00–4:00 p.m.

#### Embodying possibilities: A creative approach to social justice in the classroom

Participants will discuss how storytelling in dance connects to critical analysis of social issues and why it might be helpful to offer such an experience to young people. When children have a healthy sense of self, they are more likely to build healthy connections with others. The more we understand our own personal and social identities, the more we can think critically about stereotypes, prejudice, and discrimination. This understanding also gives both adults and children a tool to resist negative messages about their identities.

**Rajeeyah Finnie-Myers**, DreamYard;  
**Lisa Green**, DreamYard.

*Professional Development-Education Programs*

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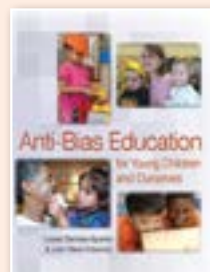
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## Tuesday | Sessions

### Golden Gate C2

2:00–4:00 p.m.

#### Exploring adult–child interactions as the foundation for meaningful use of media to promote math engagement in preschool classrooms

This session focuses on a National Science Foundation-funded collaborative effort of a children’s production company, a local AEYC Affiliate, and two universities with experts in professional development and social-emotional learning (SEL). The project aims to help teachers engage in high-quality adult–child interactions as the foundation for promoting math engagement and meaningful use of media in preschool classrooms. Participants will hear an overview of the project and examine video footage to identify practices that support SEL, math engagement, and use of media.

**Dana Winters**, Fred Rogers Center; **Jan Sapotichne**, Pittsburgh AEYC; **Mallory Swartz**, The Fred Rogers Company; **Paige Strasbaugh**, The Fred Rogers Company.

*Social/Emotional Development*

### Golden Gate C3

2:00–4:00 p.m.

#### The secret ingredient to successfully coaching in family child care programs

Coaching and mentoring in family child care can be both an intimidating and an incredible experience when you know the “secret ingredient” for success. This session offers opportunities to discover not just what that ingredient is, but how you can apply it in working with the providers you coach or mentor every day. Join us and learn how to maximize your skills in working with family child care programs.

**Elaine Piper**, Child Care Consulting & Training Services, Inc.; **Barbara Sawyer**, Child Care Consulting & Training Services, Inc.

*Professional Development-Technical Assistance  
(Coaching, Mentoring, Consultation)*

### Nob Hill A/B

2:00–4:00 p.m.

#### Designing the blueprint for success: Building director-level professional learning communities as a framework for program improvement

Explore the power of professional learning communities (PLCs) to promote a collaborative culture that strives for continuous quality improvement. Help key stakeholders understand their role in cultivating director-led PLCs. Examine the lessons learned from implementing a PLC as a way to build the capacity of program directors as instructional leaders.

**Katherine Rowell**, School Readiness Consulting; **Amanda Blagman**, Programs for Parents, Inc.; **Denece Young**, Programs for Parents, Inc.

*Leadership*

### Nob Hill C/D

2:00–4:00 p.m.

#### Designing higher-education rubrics that align with the NAEYC Professional Preparation Standards

Learn about best practices for designing your key assessment rubrics to most effectively demonstrate evidence of meeting the NAEYC Professional Preparation Standards.

**Megan Woolston**, NAEYC; **Erin Speer Smith**, Johnston Community College.

*Accreditation of Higher Education Programs*

## Pacific I

2:00–4:00 p.m.

### DEC Recommended Practices and Specially Designed Instruction: Iowa's work to improve outcomes for preschoolers with disabilities

Learn about a new initiative in Iowa that focuses on improving the quality of specially designed instruction through the use of the DEC Recommended Practices. We will discuss Iowa's State Personnel Development Grant and our framework for Specially Designed Instruction (SDI), the central focus in our professional learning materials and practices statewide. We will share how we are using the DEC Recommended Practices to implement the SDI Framework with our early childhood special education teachers, including ongoing professional development and coaching.

**Betsy Lin**, Iowa Department of Education; **Pamela Elwood**, Green Hills Area Education Agency; **Ami Leath**, Green Hills Area Education Agency; **Kimberly Burrack**, Sioux City Schools; **Jade Manker**, Sioux City Community School District; **Rebecca Zeck**, Mississippi Bend Area Education Agency.

*Children with Disabilities/Early Intervention*

## Yerba Buena Ballroom Salons 1/2

2:00–4:00 p.m.

### Making family literacy work for all: Choosing culturally and linguistically responsive children's books

Literacy practices for young children should include opportunities to access culturally and linguistically responsive literature that will celebrate and respect children and families' culture and language. Building a literacy connection for young children between school and home requires an ability to build strong, respectful relationships between families and teachers. Learning to choose culturally and linguistically responsive books when working with children and families can aid in building strong family literacy connections between home and school.

**Nicole Austin**, Alabama A&M University; **Terri Garrison**, Alabama A&M University.

*Language & Literacy*

## Yerba Buena Ballroom Salons 3/4

2:00–4:00 p.m.

### Continuous quality improvement through program portfolio creation

This session provides strategies on how to streamline your program and classroom portfolios to focus on what matters most. This workshop is recommended for programs that understand the accreditation four-step process and are ready to begin pursuing accreditation, but are looking for guidance on the portfolio assembly process.

**Amanda Batts**, NAEYC.

*Accreditation of Programs for Young Children*

## Yerba Buena Ballroom Salons 5/6

2:00–4:00 p.m.

### Using early learning goals to inform program and teaching practices

Learn about an approach and tools for supporting programs in implementing program and teaching practices aligned with early learning goals for young children. Explore the Head Start Early Learning Outcomes Framework Implementation Toolkit, designed to support Head Start programs in implementing practices aligned with the ELOF in the areas of school readiness goals, curriculum, assessment, and professional development. Discuss resources and tools that program directors/administrators can use to support the implementation of practices aligned with early learning goals.

**Osnat Zur**, WestEd; **Jennifer Marcella**, WestEd; **Faith Polk**, WestEd.

*Professional Development-Technical Assistance (Coaching, Mentoring, Consultation)*

## Tuesday | Sessions

### Yerba Buena Ballroom Salons 10/11

2:00–4:00 p.m.

#### **The collaborative model: Engaging with families and the early intervention team (EIT) to support children with developmental delays in early childhood programs to enrich their learning experiences and improve outcomes**

Gain insight into effective team participation to maximize the engagement and successful learning in the early childhood setting for children with developmental delays. Join colleagues to reflect on educational strategies that allow for the seamless incorporation of intervention strategies into daily routines to enrich children's learning experiences and improve learning outcomes in family and program settings, across all domains, including social-emotional, language and communication, early literacy, early numeracy, and motor skills.

**Gauri Shirali-Deo**, The Source for Learning; **Kamna Seth**, The Source for Learning.

*Children with Disabilities/Early Intervention*

### Yerba Buena Ballroom Salons 12/13

2:00–4:00 p.m.

#### **Beyond social-emotional development: A consideration for mitigating adverse childhood experiences (ACES)**

This session will examine social-emotional development within the context of adverse childhood experiences and the relationship to brain architecture. Explore and learn strategies for developing social-emotional well-being for young children and promoting positive experiences for families and colleagues. Participate in sharing social-emotional supports and examining vignettes that encourage developing knowledge and skills for creating social-emotional supports.

**Lin Venable**, Tennessee Early Childhood Training Alliance; **Katari Coleman**, Tennessee State University/Center of Excellence for Learning Sciences.

*Social/Emotional Development*

### Yerba Buena Ballroom Salons 14/15

2:00–4:00 p.m.

#### **Leading for equity: Ensuring a competent workforce that supports all children**

Join presenters in discussing the powerful policies needed to lead and drive state efforts to improve the workforce and teaching quality with an equity lens. How can policy leaders identify and remedy disparities throughout the systems they lead so that the workforce is equipped to ensure each child's learning and development can be optimized? Join colleagues to focus state, local, and individual effort toward these key goals. Hear from state peers and reflect on learning from others. Consider your role in advancing equity in the workforce.

**Jana Martella**, Center on Enhancing Early Learning Outcomes; **Kate Tarrant**, BUILD Initiative; **Debi Mathias**, BUILD Initiative; **Lori Connors-Tadros**, Center on Enhancing Early Learning Outcomes; **Aisha Ray**, Erikson Institute.

*Leadership*

## 4:30–5:30 p.m.

### Foothill C

4:30–5:30 p.m.

#### **Engaging early childhood educators in reflective dialogue during online learning: Challenges and opportunities**

Participants will be introduced to the topic of reflective dialogue and its role in building early childhood educators' knowledge of child development and developmentally appropriate practices. The workshop will include an opportunity for participants to work in small groups and discuss real examples of student work from an online course and share strategies for supporting students in reflective dialogue. Participants will also be introduced to high-quality online resources that can be used as prompts to encourage reflective dialogue.

**Rebecca Swartz**, Early Care and Parenting Collaborative.

*Technology and Professional Development/Management*

## Foothill E

4:30–5:30 p.m.

### Supporting young children’s social, emotional, and behavioral health needs: Using a multitiered framework to integrate early identification, proactive behavioral support, and social-emotional learning

The goal of this presentation is to show how best practices in addressing and supporting young children’s behavior can be aligned into a comprehensive and effective effort to better serve young children. The presentation will describe how early identification through standardized means, proactive behavioral supports and interventions, and social skills assessment and instruction can be systematically used in a multitiered framework to provide evaluation, evidence-based interventions and instruction, and continual progress monitoring for children at their level of need.

**Chris Huzinec**, Pearson Clinical Assessment; **Andre Banks**, Pearson Clinical Assessment.

*Social/Emotional Development*

## Foothill F

4:30–5:30 p.m.

### It is all about you: Supporting the resiliency and wellness of early childhood teachers to better address the behavioral needs of young children

When teachers feel tired, stressed, or worried, they are less likely to be their best teaching selves—especially when challenging behaviors are afoot. But supporting teachers’ resiliency and wellness is often missing from professional learning. In this session, learn how adult resiliency is connected to the use of evidence-based teaching strategies such as positive behavioral support. Review newly available resources and learn practical strategies for supporting the resiliency and wellness of teachers that you can use in your next training, coaching session, or college course.

**Gail Joseph**, University of Washington; **Carolyn Brennan**, University of Washington.

*Guidance for Children with Challenging Behaviors*

## Foothill G

4:30–5:30 p.m.

### Thinking outside the box: Maximizing the role of the CDA Professional Development Specialist

The Professional Development Specialist (PDS) community is a cadre of dedicated early care and education professionals who are essential to the assessment process of Child Development Associate (CDA) credential candidates. This community is an untapped resource that can be channeled for a number of state workforce development initiatives, training, and other professional development opportunities. This session will provide attendees with innovative ways to use and strengthen your state PDS network for early care and education workforce initiatives.

**Camille Bryan**, Council for Professional Recognition; **Edwan Fon**, Council for Professional Recognition.

*Professional Development Systems*

## Golden Gate A

4:30–5:30 p.m.

### Cultural diversity in early education settings: Using standards to foster equity and diversity

Current research on culture and early learning is profoundly changing how we understand the cultural nature of children’s development. Robust findings from this research have important implications for teachers, particularly for those who seek to use early learning and development standards (ELDS) equitably in preschool classrooms. Learn what the research tells us and its implications for the effective use of ELDS in culturally diverse classrooms.

**Jeanne Reid**, Teachers College, Columbia University; **Sharon Lynn Kagan**, Teachers College, Columbia University; **Catherine Scott-Little**, University of North Carolina–Greensboro.

*Diversity & Equity*



## Tuesday | Sessions

### Golden Gate C1

4:30–5:30 p.m.

#### Psychological evaluations and consultations in early childhood education: How to ask for what you want and interpret what you get

This session will provide information about the major types of child evaluations, including trauma assessment, developmental screenings and assessments, intellectual abilities and disabilities, and custody evaluations. The “gold standard” instruments for each category will be reviewed, and participants will be supported in constructing questions to ask for what they need based on the characteristics of the children and families they serve. Sample report statements will be presented.

**Ginger Welch**, Oklahoma State University; **Laura Wilhelm**, Oklahoma City University.

*Child Assessment (developmental screening, diagnostic evaluation, classroom-based assessment)*

### Golden Gate C2

4:30–5:30 p.m.

#### Take a trip to the Florida–Georgia line: Connecting early childhood professionals through professional learning communities (PLCs)

Georgia’s Department of Early Care and Learning (DECAL) has partnered with the University of Florida, Lastinger Center for Learning in order to provide early childhood professionals across the state tools and resources needed to form professional learning communities. Professional learning communities as a form of job-embedded professional development will be explored. Participants will reflect on their own practice and determine how to cultivate collaborative communities in their workplace that ultimately impact child outcomes and school culture.

**Raquel Diaz**, University of Florida; **Laura Reid**, Georgia Department of Early Care and Learning.

*Professional Development-Training Programs*

### Golden Gate C3

4:30–5:30 p.m.

#### Lessons learned from the Affiliate application

NAEYC Affiliates were asked to submit four new operational plans in the recent application process: high-performing inclusive organizations, member recruitment and retention, identifying and nurturing emerging leaders, and nominations and elections. Participants will learn the key themes, best practices, and identified technical assistance through interactive exercises and facilitated discussion.

**Gwen Simmons**, NAEYC; **Erin Daga**, NAEYC.

*NAEYC Activities*

### Nob Hill A/B

4:30–5:30 p.m.

#### Table talks

Join NAEYC staff for small group discussions on a variety of topics relating to NAEYC Accreditation of Early Learning Programs.

**Monica Prince**, NAEYC.

*Accreditation of Programs for Young Children*

### Nob Hill C/D

4:30–5:30 p.m.

#### What’s new in NAEYC Higher Education Accreditation?

New scope, new policies, and new templates, oh my! This session is intended for higher education faculty whose programs are already engaged in self-study, responding to conditions, or preparing for renewal, and will cover recent changes and updates to the Higher Education Accreditation system at NAEYC.

**Mary Harrill**, NAEYC; **Martha Muñoz**, Northern Arizona University.

*Accreditation of Higher Education Programs*

## Pacific I

4:30–5:30 p.m.

### Parent–infant language interaction and the development of potential: An early childhood and community initiative for young children who are at risk

Understand research-based approaches that enhance the cognitive and social-emotional development impact of purposeful language interaction between infants and their parents and other caregivers. Examine an early childhood/ community intervention initiative developed to assist young children from low-income households and other young children who are at risk. Engage in discussion and use of practical videos and materials developed for attendees to share with families in their own communities.

**Ken Marquard**, José María Vargas University.

*Children with Disabilities/Early Intervention*

## Yerba Buena Ballroom Salons 1/2

4:30–5:30 p.m.

### ECERS isn't about quality for a day: Coaching and training with ECERS for lasting quality improvements

The Environment Rating Scale tools are widely used research-based assessments that evaluate the quality of early childhood classrooms and are used in many states' QRIS. For those providing technical support or training to programs that are striving to achieve higher quality, and for program directors looking to grow teachers to improve the quality of their practice, this workshop will provide guidance in how they can use the ERS tools to coach, mentor, and train teachers toward continuous quality improvement beyond simply getting a good score during one three-hour observation.

**Holly Seplocha**, William Paterson University.

*Professional Development-Technical Assistance  
(Coaching, Mentoring, Consultation)*

## Yerba Buena Ballroom Salons 3/4

4:30–5:30 p.m.

### Probing online programs for preparing early childhood teachers: A snapshot of online bachelor's degrees

Understand the state of online teacher preparation and online bachelor's degree programs for pre-K teachers. Participate in a discussion analyzing the effectiveness of these programs. Learn about the policy implications for the early childhood field due to an increase in online degree programs.

**Shayna Cook**, New America; **Lisa Guernsey**, New America.

*Advocacy/Public Policy*

## Yerba Buena Ballroom Salons 5/6

4:30–5:30 p.m.

### Preparing teacher candidates for meaningful family engagement: Moving from superficial plans to authentic engagement

This session will present ideas that one educator preparation program used to revise its family engagement curriculum to provide undergraduate candidates authentic, hands-on opportunities to engage with children and their families through new curriculum, assessments, and improved partnerships with field placement sites. Specific examples of class activities, assessments, and successful candidate assignments implemented with families in their field placements will be shared so that participants may use them in their own settings.

**Julie Ray**, Southeast Missouri State University.

*Family Support and Engagement*

## Tuesday | Sessions

### Yerba Buena Ballroom Salons 10/11

4:30–5:30 p.m.

#### Great expectations: Engaging and empowering family child care providers in QRIS

Through the First 5 IMPACT funding for CA-QRIS, a broad spectrum of early learning settings are participating in quality improvement activities, including QRIS. This session will dive deep into innovative ways to reach more children through engaging and supporting in-home providers. State and local leaders will share California's unique locally administered state-supported QRIS model and on-the-ground strategies that have been successful in engaging family child care providers in the most diverse state in the nation.

**Debra Silverman**, First 5 California; **Sarah Neville-Morgan**, First 5 California; **Catherine Goins**, Placer County Office of Education; **Carol Abella**, First 5 Riverside.

*Quality Initiatives-QRIS, Compensation, and Licensing*

### Yerba Buena Ballroom Salons 12/13

4:30–5:30 p.m.

#### Transforming teacher development in early math

Use of video can transform the development of teachers' "professional vision," where they become more attuned to children's thinking and more responsive to what they see. This session will focus on the EarlyEdU Alliance's early cognition and math course materials and tools. We will view and analyze videos of children's math thinking and teachers' responsive mathematizing. We will practice using video and providing feedback to develop responsive mathematizing in teachers and discuss data indicating the effectiveness of this approach.

**Katie Emerson-Hoss**, University of Washington; **Soleil Boyd**, University of Washington.

*Mathematics*

### Yerba Buena Ballroom Salons 14/15

4:30–5:30 p.m.

#### Child development's connections to mothers' low-wage work

Far too many women—disproportionately women of color and immigrant women—who work in demanding low-wage jobs are facing tremendous challenges that make it difficult for them to find and afford safe, secure—much less high-quality—child care. Join the National Women's Law Center to learn more about a new report, to see how families in your state are faring, and to learn more about what the public and private sectors—as well as individuals and communities—can do to support parents in low-wage jobs and their children.

**Helen Blank**, National Women's Law Center.

*Advocacy/Public Policy*

### Golden Gate C2

5:45–6:45 p.m.

#### NAEYC higher education peer reviewer meeting

**By invitation only.** Currently trained higher education peer reviewers come together to receive updates on the peer review process, share your ideas for improvements to the system, and network with fellow reviewers and NAEYC higher education staff.

**Mary Harrill**, NAEYC.



## Institute Evaluation

### Your opinion is important to us!

Please remember to complete the **2017 Institute evaluation survey**, which will be sent to you electronically immediately following the Institute. NAEYC sincerely values your feedback, which is used to evaluate the Institute and to plan future NAEYC professional development activities.

## “An Evening of Discovery” at the Children’s Creativity Museum

6:30–9:00 p.m.

Join the California Association for the Education of Young Children for “An Evening of Discovery” at the innovative Children’s Creativity Museum of San Francisco. This private, after-hours event will provide an inspiring evening of exploration and creation as you explore the programs and exhibits of the museum.

A unique, multimedia environment, the Children’s Creativity Museum goes beyond the conventional environment of play, and encourages visitors to imagine, create, and share in an innovative and multimedia setting that merges technology and traditional learning mediums.

Space is limited! Advance registration at [caeyc.org](http://caeyc.org) is recommended, as on-site tickets will be available only if space permits. Registered participants should bring their purchase confirmation and Institute badge to the CAAEYC table near the registration area no later than 12:00 noon on Tuesday, June 13 to pick up their wristband. All registrants must wear their wristbands for access to the event. The Children’s Creativity Museum is less than two blocks from the Institute venue—we’ll meet you there!



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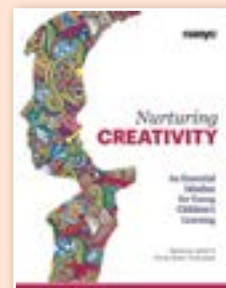
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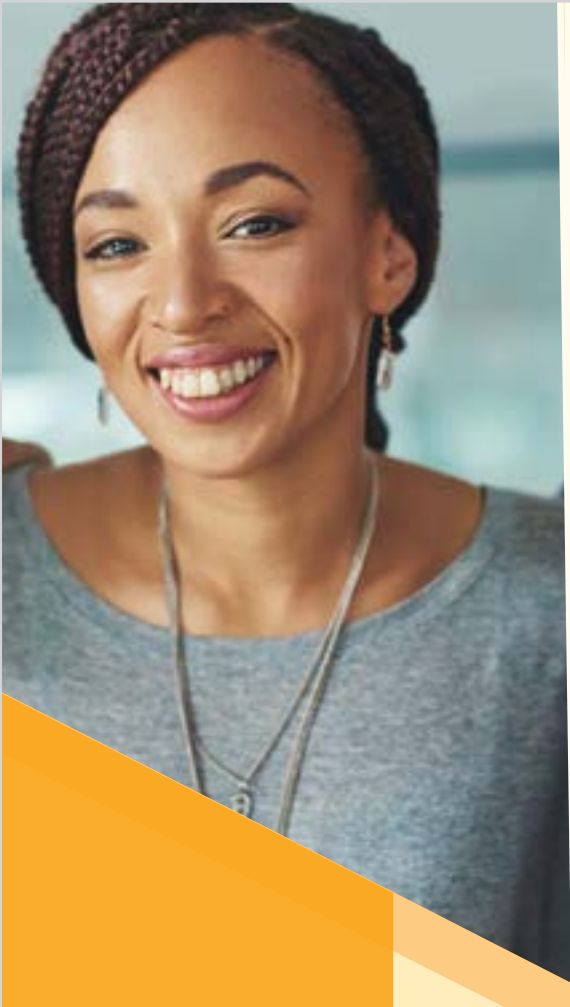


# Your Lasting Legacy Donations at Work

When you make a financial gift to NAEYC's Building a Lasting Legacy Campaign, you help develop a new generation of diverse, effective, emerging early childhood leaders.

*Diane Trister Dodge (far right) greets the 2016 NAEYC Institute scholarship recipients: (from left) Sharalyn Snavelly, Ashley Wright, Jennifer Strickler, Jessica Tello, Juanita Ayala (winner of the Diane Trister Dodge Scholarship), and Francisca Jensen.*

For more details about this conference scholarship program and to make a donation, please visit [NAEYC.org/legacy/scholarship](http://NAEYC.org/legacy/scholarship).



## Discover the NAEYC Experience

**Get connected and discover what NAEYC can do for you!**

Joining the National Association for the Education of Young Children is about more than just a membership card—it's about being part of something larger. **It's an experience.**

During the 2017 Institute, representatives from NAEYC staff, state and local Affiliates, Interest Forums, and leadership councils will be on hand in the NAEYC Shop and Exhibit Hall to answer questions and discuss how you can get the most from your membership experience.

Whether you want to dive into public policy and advocacy, learn more about play, take on a leadership role, advance your career through professional development, or connect with NAEYC's new digital Interest Forum platform, Hello, representatives of NAEYC's team will be available to discuss how NAEYC can help you advance your professional goals. They can walk you through our suite of membership benefits—subscriptions to award-winning journals and publications, reduced rates in the NAEYC Shop and online store, discounted registration for signature events, such as the 2017 Annual Conference in Atlanta—and much more!

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Join us in the fall at the 2017 NAEYC  
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colleague to join!

Learn more at

**NAEYC.org/  
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# Wednesday

8:00–10:00 a.m.

## Foothill C

8:00–10:00 a.m.

**Infants, toddlers, and twos are mathematicians: How innate precursor mathematical concepts prepare the ground for the conceptual change required for understanding big ideas of math**

Explore through adult learning activities, discussions, and video analysis how the precursor mathematical concepts of attribute, comparison, pattern, and change prepare the ground for development of specifically mathematical understandings of quantity, measurement, and spatial relations that are the focus of schooling. Also learn to identify effective appropriate strategies teachers can use at each stage of the developmental trajectory, from emerging (0–14 months) to developing (12–26 months) to transforming (24–36 months).

**Mary Hynes-Berry**, Erikson Institute; **Jie-Qi Chen**, Erikson Institute; **Barbara Abel**, Ounce of Prevention Fund; **Lisa Ginett**, Erikson Institute.

*Cognitive Development*

## Foothill F

8:00–10:00 a.m.

**Applying implementation science to California's quality rating and improvement system**

First 5 California and the California Department of Education fund California's statewide supported and locally implemented QRIS efforts. Having expanded from 16 counties since RTT-ELC to now include all 58 counties, each local consortium is required to develop interconnected local and regional systems as they support early learning sites' quality improvement. The panelists will explore how using QRIS as a systems frame with an intentional focus on each of the system components has supported cross-sector infrastructure development and California's QRIS implementation.

**Sarah Neville Morgan**, First 5 California; **Cecelia Fisher-Dahms**, California Department of Education; **Lani Schiff-Ross**, First 5 San Joaquin; **Katie Fallin Kenyon**, First 5 Los Angeles.

*Quality Initiatives-QRIS, Compensation, and Licensing*

## Foothill G

8:00–10:00 a.m.

**A missing ingredient: Building community-based collaborative leadership capacity for early childhood alignment within the early childhood community**

Unless we are in a formal leadership position, most of us working with young children do not see ourselves as leaders. And yet we use leadership skills all the time in our various roles. This workshop will help participants understand themselves as leaders while actively exploring effective tools for nurturing collaboration and embracing the positive changes that follow. Some key learning activities from the Family Development Program's Early Childhood Collaborative Leadership Tool Kit will be explored for workshop participants to take home, adapt, and use.

**Janelle Cole**, University of New Mexico Family Development Program; **Ybeth Iglesias**, University of New Mexico Family Development Program.

*Leadership*

## Nob Hill A/B

8:00–10:00 a.m.

**Putting families in the driver's seat: Using formative assessment as an opportunity to create transformational family engagement**

Learn how to engage families as partners and experts in the formative assessment process. Review the importance of reaching all families. Consider developing plans that include diverse, intensive, and sustained family engagement strategies.

**Mimi Howard**, School Readiness Consulting; **Katherine Rowell**, School Readiness Consulting.

*Family Support and Engagement*



# Wednesday | Sessions

## Nob Hill C/D

8:00–10:00 a.m.

### Eco-Healthy Child Care®: Protecting children from environmental health hazards in early care and learning environments

The environmental health of an early learning setting can significantly impact a child's health and ability to learn. Emerging science is linking chemicals commonly found in children's environments to asthma, lower IQ, and developmental disabilities. Exposure to toxic chemicals can cause, worsen, or contribute to these conditions. Children are at risk because their systems are still developing, and their behaviors increase their exposures. NAEYC and the Children's Environmental Health Network are working to improve the standards that protect our nation's youngest citizens.

**Hester Paul**, Children's Environmental Health Network;  
**Susan Hedges**, NAEYC.

*Health and Safety*

## Pacific H

8:00–10:00 a.m.

### Early care and education professional development systems: Meeting the needs of child care, Head Start, and pre-K professionals

This interactive session will engage participants in a conversation about the actions that states are taking to create aligned professional development systems that meet the needs of early care and education teaching staff. Session attendees will engage in a conversation about the latest research and policy recommendations regarding the professional development requirements for early learning professionals, and will hear findings from new research about approaches that selected states and regions are taking to support more aligned professional development systems.

**Diane Schilder**, Education Development Center, Inc.;  
**Katherine Theadore**, American Institutes for Research;  
**Jana Martella**, Education Development Center, Inc.

*Professional Development Systems*

## Pacific I

8:00–10:00 a.m.

### Classroom environments matter! Tips for creating quality learning environments using the Environment Rating Scales

Environment Rating Scale (ERS) assessments are designed to give more than a score. Used appropriately, assessments provide a roadmap for planning quality improvement efforts. This session will provide a deeper understanding of the scales. Pictures of actual classroom quality improvement design will be shared.

**Tricia Sifford**, Branagh Information Group.

*Learning Environments*

## Pacific J

8:00–10:00 a.m.

### Grandfamilies raising grandchildren: Recognition, resources, and support

Review the unique characteristics of grandfamilies—grandparents and other relatives raising grandchildren and/or other related children. Examine recent trends, legislation, and the literature, and learn about the social and financial resources available nationwide. Participants will discuss potential pitfalls and stressors, as well as support for grandfamilies. Explore and share experiences about grandfamilies and formulate strategies on how to best support and engage these families as early childhood professionals.

**Katherine Abba**, Houston Community College.

*Family Support and Engagement*

## Available at the NAEYC Shop!

### Developmental Screening in Early Childhood

*A Guide, 5th ed.*

Offers a theoretical framework as well as lively accounts of teacher research in action

#### Item 121

List \$15

Institute Price \$12



## Yerba Buena Ballroom Salons 1/2

8:00–10:00 a.m.

### Families with LGBTQ members: Working to develop safe early childhood environments for adults and their children

This workshop's presenters will start with terminology, after which they will cover some data and research related to parents who are LGBTQ and their experiences in schools, and then through open discussion and scenarios will lead the participants through exercises to better understand the lived experiences of parents who are LGBTQ. The exercises are meant to then be taken back to their agencies/schools/centers/university courses and be used as staff development or preservice teacher opportunities.

**Robin Fox**, University of Wisconsin–Whitewater; **Kim Simes**, Family Equality Council.

*Diversity & Equity*

## Yerba Buena Ballroom Salons 10/11

8:00–10:00 a.m.

### Twenty-five years of primary caregiving: Lessons learned, problems solved, and contributions to the future of early childhood education

For 25 years, Old Firehouse School has practiced a primary-caregiving model. In this model, rooted in attachment theory, teachers remain with the same cohort of children from ages 1 to 5. We will share real-life stories and explore practical questions such as: How do you hire and retain teachers who will commit to a long-term program? How do you create a working environment that supports teachers' professional growth and stability? How does this philosophy shape the curriculum choices your teachers make? We hope to inspire more schools to incorporate continuity of care.

**Dorothy Stewart**, Old Firehouse School; **Judy Haus**, Old Firehouse School.

*Social/Emotional Development*

## Featured Session

### Yerba Buena Ballroom Salons 5/6

8:00–10:00 a.m.

### Creating a blueprint for transforming the early childhood workforce: A statewide collaborative approach

Presenters will describe the development of a blueprint for transforming a state's early childhood workforce using a collective impact model. This approach can serve as a guide for other states seeking to enact statewide systemic change for the early childhood workforce. A discussant will place this work in a national context of statewide efforts.

**Samuel Meisels**, Buffett Early Childhood Institute at the University of Nebraska; **Susan Sarver**, Buffett Early Childhood Institute at the University of Nebraska; **Cathey Huddleston-Casas**, Buffett Early Childhood Institute at the University of Nebraska; **Marjorie Kostelnik**, University of Nebraska–Lincoln; **Tammy Mann**, Campagna Center.

Thank you to our sponsor  
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TCC Software Solutions.



## Yerba Buena Ballroom Salons 12/13

8:00–10:00 a.m.

### Facilitating an online professional community of learners (PLC) in mathematics: What we learned the first year

Review (a) the characteristics of effective professional development in mathematics and (b) the organization and preliminary results of an online PLC that involved participants in eight states and more than 100 early childhood teachers, coaches, and mentors. Participate in the analysis of video vignettes and student work samples shared in the PLC. Identify effective strategies for online professional development.

**Juanita Copley**, University of Houston; **Valerie Johse**, Pearland Independent School District.

*Mathematics*

## Wednesday | Sessions

### Yerba Buena Ballroom Salons 14/15

8:00–10:00 a.m.

#### Dual-capacity professional development: A model to support culturally and linguistically responsive early learning experiences and environments

This workshop highlights an approach to provide culturally and linguistically responsive professional development for early learning providers and families of dual language learners, pioneered by Early Childhood Language Development Institute (ECLDI). In this session, hosted by program staff and Stanford University research partners, participants will learn about the ECLDI dual-capacity model, lessons from the research, and concrete approaches to engage providers in creating culturally and linguistically responsive early learning experiences and school environments.

**Kendra Fehrer**, Stanford University; **Soodie Ansari**, San Mateo County Office of Education.

*Diversity & Equity*

### Available at the NAEYC Shop!

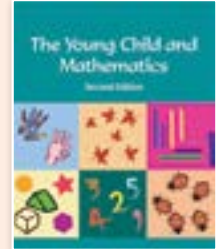
#### The Young Child and Mathematics (2nd ed.)

Stories, activities, and strategies to integrate math into every day

**Item 167**

List \$38

Institute Price \$30.40



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## Closing Plenary Session

### Elevating Diversity and Equity in Power to the Profession

Yerba Buena Ballroom Salon 9

10:30 a.m.–12:00 noon

Power to the Profession will unify and advance the early childhood education profession with intentional focus on ensuring that the diversity of the profession reflects the diversity of the young children and families we serve. So what does this look like? How do we build equitable pathways into the profession? How do we advance a profession that attracts and retains diverse early childhood educators? How do we ensure that diversity exists at all levels within the profession? What systemic barriers do we need to disrupt? What are promising policies and practices?

*Facilitator:* **Felicia DeHaney**, W.K. Kellogg Foundation; **Benjamin Planton**, Partnerships for Early Learners; **Martha Muñoz**, Northern Arizona University; **Sue Russell**, T.E.A.C.H. Early Childhood® National Center; **Harriette Dudley**, Tulsa Community College



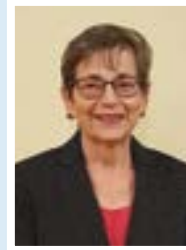
Felicia DeHaney



Benjamin Planton



Martha Muñoz



Sue Russell



Harriette Dudley

## Making and Tinkering With STEM

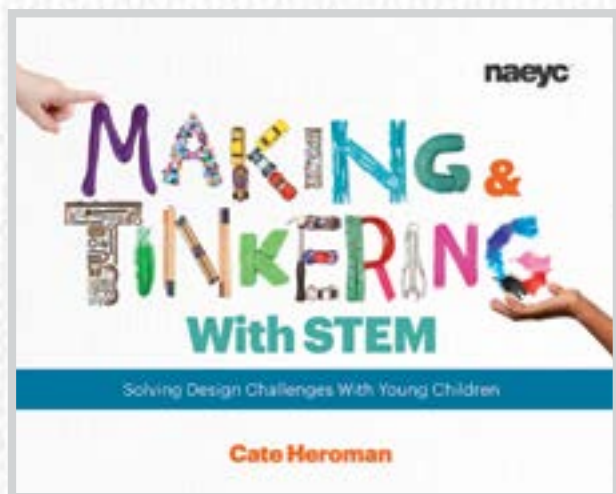
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Daily NAEYC Exhibit

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and more  
prizes!**

# Happiest Hour!

## NAEYC Exhibit Hall

Monday, June 12, 4:00–4:45 p.m.

Tuesday, June 13, 2:00–2:45 p.m.



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## Become an NAEYC Leader!



Share your knowledge and expertise while helping to advance a diverse, dynamic early childhood profession!

NAEYC offers many different volunteer service opportunities as content reviewers, consulting editors, professional preparation program reviewers, and in its governance structures.

Applications for the 2018 NAEYC Governing Board election are due June 30. Available positions include Vice President, Secretary, and two Governing Board positions, including one reserved for a current student.

### Learn more at Leadership Speed Date

Monday at 4:45 p.m., Yerba Buena Ballroom  
Salons 3/4



Visit [NAEYC.org/getinvolved](https://naeyc.org/getinvolved) for a complete list of available opportunities and instructions for submitting your application. Don't forget, NAEYC Affiliates also offer leadership opportunities.

Contact your local or state Affiliate for more information.

## Workgroups, Panels, and Liaisons

NAEYC's 2017 Professional Learning Institute thanks the following NAEYC Workgroups and Committees:

### Commission on the Accreditation of Early Childhood Higher Education Programs

Kathy Allen, Chair  
Crystal Swank, Chair-Elect  
Margaret Annunziata  
Nancy Barbour  
Ann Coffman  
Diane Horm  
Martha Muñoz  
Bridget Murray  
Lisa Stein  
Reginald Williams

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# NAEYC Corporate Strategic Alliances

## About the NAEYC Sponsorship Program

**The NAEYC Corporate Strategic Alliance program** is designed to build strong and lasting relationships with corporations and organizations that connect to the important work of the Association, and that share and support NAEYC's mission and vision for young children and their families.

Funds raised through sponsorships support NAEYC's general programs and activities, or when designated,

specific Association events and projects. Sponsorship is not an endorsement by NAEYC of the organization, product, or service.

For more information about the NAEYC Corporate Strategic Alliance program, contact Nicole Zuchetto at 202-350-8824, or [nzuchetto@naeyc.org](mailto:nzuchetto@naeyc.org).

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## NAEYC Exhibit Hall

Come discover new ideas and solutions to build on what you learn in the conference sessions. The exhibit hall features daily activities and giveaways including the Exhibit Hall Networking Reception; a research poster session; experiential learning; and the Happiest Hour prize drawings for conference registration, NAEYC Shop gift cards, and San Francisco dining.

Yerba Buena Ballroom  
Lower Level

- 100+ experiences
- 65+ exhibitors
- 25+ poster sessions

### Sunday, June 11

**Exhibit Hall Hours**  
12:00 noon–3:30 p.m.

**Exhibit Hall Networking Reception**  
5:30–7:00 p.m.

**Research poster session**  
5:45–7:00 p.m.

### Monday, June 12

**Exhibit Hall**  
10:00 a.m.–5:00 p.m.

**Happiest Hour**  
4:00–4:45 p.m.

### Tuesday, June 13

**Exhibit Hall**  
10:00 a.m.–3:00 p.m.

**Happiest Hour**  
2:00–2:45 p.m.

### Abrams Learning Trends

[www.abramslearningtrends.com](http://www.abramslearningtrends.com)  
Curriculum resources/materials;  
Early literacy resources; Language  
arts/reading  
**Booth #410**

### AMAZE

[www.amazeworks.org](http://www.amazeworks.org)  
Curriculum resources/materials;  
Diversity in education/multicultural  
education; Professional development  
**Booth #205**

### Becker's School Supplies

[www.shopbecker.com](http://www.shopbecker.com)  
Classroom equipment/furniture/  
supplies; Early literacy resources;  
Educational toys/games  
**Booth #306**

### Book Vine for Children

[www.bookvine.com](http://www.bookvine.com)  
Books/videos; Infants and toddlers;  
Language arts/reading  
**Booth #315**

### Branagh Information Group, Inc.

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Technology/information;  
Assessment/portfolios/observation;  
Software as a service (SAAS) for early  
childhood initiatives  
**Booth #212**

### Bright Horizons

[www.brighthorizons.com](http://www.brighthorizons.com)  
Career opportunities; Child care  
center management; Infants and  
toddlers  
**Booth #311**

### Brookes Publishing Co.

[www.brookespublishing.com](http://www.brookespublishing.com)  
Books/videos; Inclusion; Teaching  
resources  
**Booth #516**

### Carpets for Kids

[www.carpetsforkids.com](http://www.carpetsforkids.com)  
Classroom equipment/furniture/  
supplies; Learning settings/  
equipment/materials; Multiage  
**Booth #601**

### CDC's "Learn the Signs. Act Early." Program

[www.cdc.gov/actearly](http://www.cdc.gov/actearly)  
Family support/resources; Special-  
needs resources; Developmental  
milestones  
**Booth #414**

### Cengage Learning, Inc.

[www.cengage.com](http://www.cengage.com)  
Higher education; Teaching resources  
**Booth #413**

### Champlain College

[www.champlain.edu](http://www.champlain.edu)  
Child care center management;  
Higher education; Undergraduate/  
graduate schools  
**Booth #605**

### ChildFolio

[www.childfolio.com](http://www.childfolio.com)  
Assessment/portfolios/observation;  
Parent involvement; Technology/  
information  
**Booth #217**

### Children's Factory

[www.childrensfactory.com](http://www.childrensfactory.com)  
Infants and toddlers; Kindergarten/  
primary; Educational toys/games  
**Booth #501**

### Children's Museum of Pittsburgh

[www.pittsburghkids.org](http://www.pittsburghkids.org)  
Management/consulting services;  
Traveling exhibits; Component sales  
**Booth #215**



### Community Playthings

[www.communityplaythings.com](http://www.communityplaythings.com)  
Classroom equipment/furniture/  
supplies; Multiage; Playground  
equipment/supplies  
**Booth #211**

### Connect4Learning

[www.kaplanco.com](http://www.kaplanco.com)  
Curriculum resources/materials;  
Professional development  
**Booth #300**



# Index of Exhibitors (cont.)

## Conscious Discipline

[www.consciousdiscipline.com](http://www.consciousdiscipline.com)

Curriculum resources/materials;  
Discipline/challenging behaviors;  
Professional development

**Booth #405**

## Constructive Playthings

[www.constructiveplaythings.com](http://www.constructiveplaythings.com)

Educational toys/games; Infants and toddlers; Playground equipment/supplies

**Booth #401**

## Discount School Supply

[www.discountschoolsupply.com](http://www.discountschoolsupply.com)

Classroom equipment/furniture/supplies; Arts in education/art materials; Infants and toddlers

**Booth #200**

## EDU Portraits

[www.eduportraits.com](http://www.eduportraits.com)

Photographic services; Infants/toddlers; Fundraising/incentives

**Booth #214**

## Enovative Technologies

[www.epulsemassage.com](http://www.epulsemassage.com)

Health and safety; Physical education; Teaching resources

**Booth #207**

## Florida Institute of Technology

[www.fit.edu](http://www.fit.edu)

Distance education; Professional development; Behavior analysis

**Booth #108**

## Free Spirit Publishing

[www.freespirit.com](http://www.freespirit.com)

Books; Special-needs resources; Teaching resources

**Booth #307**

## Frog Street Press, Inc.

[www.frogstreet.com](http://www.frogstreet.com)

Bilingual education; Curriculum resources/materials; Infants and toddlers

**Booth #404**

## Gryphon House Books

[www.gryphonhouse.com](http://www.gryphonhouse.com)

Books/videos; Curriculum resources/materials; Early literacy resources

**Booth #302**

## Heutink USA

[www.heutink-usa.com](http://www.heutink-usa.com)

Arts in education/art materials; Classroom equipment/furniture/supplies; Educational toys/games

**Booth #314**

## HighScope Educational Research Foundation

[www.highscope.org](http://www.highscope.org)

Assessment/portfolios/observation; Curriculum resources/materials; Professional development

**Booth #206**



## In Safe Hands

[www.insafehands.net.au](http://www.insafehands.net.au)

Family support/resources; Health and safety; Professional development

**Booth #117**

## Jurassic Sands

[www.jurassicsand.com](http://www.jurassicsand.com)

Curriculum resources/materials; Sand and water play; Sensory materials

**Booth #91**

## Kaplan Early Learning Company

[www.kaplanco.com](http://www.kaplanco.com)

Classroom equipment/furniture/supplies; Infants and toddlers; Professional development

**Booth #301**

## Kimochis

[www.kimochis.com](http://www.kimochis.com)

Curriculum resources/materials, discipline/challenging behavior, Kindergarten/Primary

**Booth #608**

## Kodo Kids

[www.KodoKids.com](http://www.KodoKids.com)

Classroom equipment/furniture/supplies; Learning settings/equipment/materials; Professional development

**Booth #210**

## Kohburg, Inc.

[www.kohburg.com](http://www.kohburg.com)

Classroom equipment/furniture/supplies

**Booth #112**

## Lakeshore Learning Materials

[www.lakeshorelearning.com](http://www.lakeshorelearning.com)

Classroom equipment/furniture/supplies; Educational toys/games; Infants and toddlers

**Booth #500**

## LEGO Education

[www.legoeducation.com](http://www.legoeducation.com)

Early literacy resources; Teaching resources; Social emotional development

**Booth #416**

## MyFamilyBuilders

[www.myfamilybuilders.com](http://www.myfamilybuilders.com)

Diversity in education/multicultural education; Educational toys/games; Learning materials

**Booth #417**

## Origo Education

[www.origoeducation.com](http://www.origoeducation.com)

Curriculum resources/materials; Mathematics; Professional development

**Booth #512**



**Pearson**

**Pearson**

[www.pearsoned.com](http://www.pearsoned.com)

Assessment/portfolios/observation; Higher education

**Booth #101**

# Index of Exhibitors (cont.)/Index of Advertisers

## ProSolutions Training

[www.prosolutionstraining.com](http://www.prosolutionstraining.com)

Professional development; Distance education; Technology/information

**Booth #600**

## Redleaf Press

[www.redleafpress.org](http://www.redleafpress.org)

Books/videos; Child care center management; Curriculum resources/materials

**Booth #100**

## SafeGard Classes Online

[www.sgclassesonline.com](http://www.sgclassesonline.com)

Professional development; Bilingual education; Online childcare training

**Booth #106**

## SafeSpace Concepts, Inc.

[www.safespaceconcepts.com](http://www.safespaceconcepts.com)

Infants and toddlers; Learning settings/equipment/materials; Playground equipment/supplies

**Booth #407**



## TCC Software Solutions

[www.e-tcc.com](http://www.e-tcc.com)

Computer software; Management/consulting services; Technology/information

**Booth #514**

## Teachers College Press

[www.tcpres.com](http://www.tcpres.com)

Assessment; Books; Curriculum resources

**Booth #508**



## TeachingStrategies®

## Teaching Strategies, LLC

[www.teachingstrategies.com](http://www.teachingstrategies.com)

Assessment/portfolios/observation; Curriculum resources/materials

**Booth #201**

## The Program for Infant/Toddler Care

[www.pitc.org](http://www.pitc.org)

Books/videos; Curriculum resources/materials; Infants and toddlers

**Booth #109**

## ThomasKelly Software Associates

[www.EZChildTrack.com](http://www.EZChildTrack.com)

Child care center management; Computer software (administrative); School-age care/after-school care

**Booth #115**

## Tout About Toys

[www.toutabouttoys.com](http://www.toutabouttoys.com)

Classroom equipment/furniture/supplies; Educational toys/games; Infants and toddlers

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[www.waldenu.edu/naeyc](http://www.waldenu.edu/naeyc)

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## ZERO TO THREE

[www.zerotothree.org](http://www.zerotothree.org)

Infants and toddlers; Distance education; Professional development

**Booth #113**



## Zoo-phonics Inc.

[www.zoo-phonics.com](http://www.zoo-phonics.com)

Curriculum resources/materials; Early literacy resources; Multiage

**Booth #111**

## Zumbini

[www.zumbini.com](http://www.zumbini.com)

Infants and toddlers

**Booth #99**

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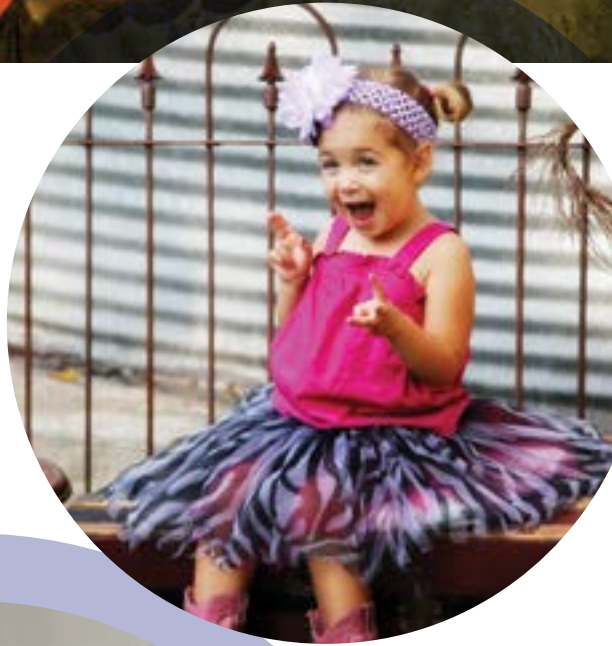
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