



2026-2027

Early Childhood Professional Development

**State Support
Team**



CONTACTS

If you have any questions as to whether or not a training is appropriate for you to attend, please contact our office. All professional development approved for SUTQ will be referred to as Ohio Approved (OA). Visit our website at www.sst8.org.



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Early Childhood Professional Learning Opportunities

Please note that there are revisions to [Step Up to Quality](#) that apply to all administrators, lead teachers, and assistant teachers.

Beginning 7/1/2025, in Gold Rated programs, all teachers and assistant teachers must obtain 10 hours of Ohio Approved training annually (administrators are required to obtain additional hours according to the standards found at the link above). As part of the 10 hours, individuals are required to obtain at least one hour of training in two of the required topic areas. This allows professionals to obtain training in areas that best meet their individualized needs and the needs of the children and families they are working with. Notice that we have listed the topic areas on the description of each professional development.

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*Book Studies will be offered on an "as needed" basis for the 2026-2027 school year. If additional Ohio Approved hours are needed and you are interested in a book study for the 2026-2027 school year, please reach out to Michelle Smith; michelles@sst8.org	16-18



NETWORKS

Early Childhood Administrative Network

Face-to-Face: 9:00 am-12:00 pm

September 23, 2026 [REGISTER HERE](#)

January 12, 2027 [REGISTER HERE](#)

May 6, 2027 [REGISTER HERE](#)

Virtual: 9:00-10:30 am

November 19, 2026 [REGISTER HERE](#)

March 11, 2027 [REGISTER HERE](#)

Location: Summit ESC ; Virtual

Contact Hours: Ohio Approved (OA) Hours

Audience: Early Childhood Administrators

Description: This network is designed for preschool administrators to join in conversations and learning regarding current practices in early childhood. The topics covered include how children learn, curriculum, instruction and assessment, inclusion, trauma and building community. Developing skills in these areas will help administrators to effectively support the youngest learners.

Itinerant Network Meetings

Location: Summit ESC - 12:30pm -3:00pm

October 13, 2026

February 9, 2027

Location: Stark ESC - 12:30pm -3:00pm

December 8, 2026

April 13, 2027

Contact Hours: 10 Ohio Approved (OA) Hours

Registration: [REGISTER HERE](#) (register one time only for all meetings)

Audience: Itinerant Preschool Intervention Specialists

Description: Are you feeling alone in your role as an itinerant teacher? Are you in need of resources to support your work? Would you like to network with other itinerant teachers? If so, come and join the itinerant network! This group of knowledgeable professionals have been meeting for the past 14 years and have evolved their practice by conversing in depth about the consultative model, staying current with research, sharing resources with each other, and problem solving situations with others that understand the itinerant role.



Consultative Overview for New Itinerant Teachers

Face-to-Face: 8:30-11:30am

October 13, 2026

Registration: [REGISTER HERE](#)

Location: Summit ESC

Contact Hours: 3.0 Ohio Approved (OA) Hours

Audience: Itinerant Preschool Intervention Specialists, Administrators

Description: This session is intended for teachers new to the itinerant role. The consultative model will be reviewed.

Early Childhood Teacher Network

Face-to-Face: 9:00 am- 1:00 pm

TBD: As needed

Registration: REGISTER HERE

Location: Summit ESC

Contact Hours: 10 Ohio Approved (OA) Hours

Audience: Early Childhood Teachers

Description: This network is designed to provide comprehensive support and guidance to early childhood teachers. By addressing specific concerns and providing practical strategies, this network aims to empower teachers, enhance their skills, and promote their professional growth. This network will meet in person in the winter and spring and offer additional time for teachers to implement what they are learning.



DCY REQUIRED TRAINING

Child Outcomes Summary (COS)

Face-to Face: September 18, 2026

9:00 am - 12:00 pm

Location: Summit ESC

Contact Hours: 3 Ohio Approved (OA) Hours

Registration: [REGISTER HERE](#)

Audience: New Preschool Teachers, Supervisors

Description: Child Outcomes Summary (COS) Training- Part 1: This training provides an introduction to the COS process, how to describe children's functioning in the three outcome areas, and explore the five areas of essential knowledge that teams need to have for completing the COS process.

Early Learning Assessment (ELA) Virtual Initial Training

This training is designed for early care and education professionals who administer the Early Learning Assessment (ELA). This training covers the essential concepts for educators to understand and use the ELA with the preschool-aged children they serve. Participants will learn how the ELA is set up, how to conduct high-quality observations, and how to determine ratings for each child's skills, knowledge, and behaviors. Participants will practice using the ELA as an assessment tool and will receive feedback as they go along. The session culminates with a reliability assessment to ensure consistency in scoring. This training will review and instruct on: - the purpose and structure of the assessment - gathering evidence to use for scoring assessment items - conducting high-quality observations - scoring procedures - determining a rating - rating practice with feedback. Participants will receive 3 hours of Ohio Approved credit for this training. Participants can access the training through the [Ohio Professional Registry \(OPR\)](#) by searching for this ST number: **10146132**. This job aid provides step-by-step instructions with screenshots for accessing the new training: [Accessing the ELA Essentials Training](#). Please send questions about ELA training to ELAHelp@childrenandyouth.ohio.gov



Early Learning and Development Standards (ELDS) Overview

Location: Online/ OnDemand (Self-Paced, Asynchronous)

Contact Hours: 2 Ohio Approved (OA) Hours

Registration: OCCRRA **ST10129633**

Audience: Administrators, Teachers, & Assistants

Description: The Early Learning and Development Standards Overview Training is free and Ohio Approved for two hours. It consists of online on-demand modules. Access the training by logging into the [Ohio Professional Registry](#) and searching for Early Learning and Development Standards Overview Training or ST10129633. Follow these Instructions for [Accessing the Early Learning and Development Standards Overview training](#).

BEHAVIOR/CLASSROOM MANAGEMENT (PBIS)

The PBIS and Young Learners Series

The PBIS and Young Learners series of modules is focused on implementing the Positive Behavioral Interventions and Supports (PBIS) framework with young children in early childhood settings through third grade. These modules may be beneficial for administrators, classroom personnel, family members and other school, program or community members who are involved in, and want to support, PBIS implementation at the Tier 1 & 2 level.

Tier 1	Tier 2
YL-101: An Introduction to the Framework (1.5 OA) YL-102: Setting the Stage for Success (1.5 OA) YL-103: Considerations for Leadership Teams (1.5 OA) YL-104: Developing Expectations (1.5 OA) YL-105: Teaching Expectations (1.5 OA) YL-106: Acknowledgements (1.5 OA) YL-107: Responding to Challenging Behavior (1.5 OA) YL-108: Data-Based Decision-Making (1.0 OA)	YL-201: Are you Ready for Tier 2? (1.0 OA) YL-202: An Introduction to Tier 2 (.5 OA) YL-203: Building the Tier 2 Team (1.0 OA) YL-204: Student Identification (1.5 OA) YL-205: Intervention (1.0 OA) YL-206: Putting it All Together (1.0 OA)
Completion of all modules = 11.5 Ohio Approved Hours	Completion of all modules = 6 Ohio Approved Hours

These self-paced modules are available on demand. More information and details on how to access the modules can be found at [Suite of Resources for Early Childhood Professionals \(cycsuite.org\)](https://cycsuite.org) or go directly to the website: <https://cycsuite.org/the-pbis-and-young-learners-series>

Positive Behavioral Interventions and Supports (PBIS) Video Series: PBIS: It Takes The Whole Building, Tiered Fidelity Inventory, Data-based Decision Making and Supporting the Needs of the Whole Child

Recently released, self-paced modules by ODE as part of the *Positive Behavioral Interventions and Supports (PBIS) Video Series*:

- *PBIS: It Takes The Whole Building* (2.0 Ohio Approved hours)
- *Tiered Fidelity Inventory* (1.5 Ohio Approved hours)
- *Data-based Decision Making* (1.5 Ohio Approved hours)
- *Supporting the Needs of the Whole Child* (1.5 Ohio Approved hours)

The modules will benefit both new and experienced schools and districts with [Positive Behavioral Interventions and Supports](#) (PBIS) implementation. Through interviews with Ohio educators, these modules showcase best practices and community partnerships that support PBIS implementation. Interviews include success stories and challenges Ohio's educators experienced with the Tiered Fidelity Inventory, data-based decision making and supporting the whole child through PBIS implementation.

These self-paced modules are available on demand. More information and details on how to access the modules can be found at ohiopbis.org.

CRITICAL CONVERSATIONS

Communication and Collaboration-Self Paced Module - Ohio Partnership for Excellence in Paraprofessional Preparation

More information and Registration: [CLICK HERE](#)

DEVELOPMENTAL MILESTONES

Ohio's Overview of Child Development

AT114616 -- ST10051688

Event Description: This online training will present information on child growth and development from birth-age 14. Participants will gain a greater understanding of developmental milestones, child development theory and how this applies to planning environments, learning experiences and interactions. Content will be specific to age groups, based on the role the participant has in an early care or afterschool program. All participants will receive an introduction to child development across all ages, including a focus on specific age groups or mixed ages for family child care.

FAMILY ENGAGEMENT

Partnering with Families to Support Early Literacy-Online Learning Modules

AT129402 -- ST10113233

Event Description: Partnering with Families to Support Early Literacy is a course for educators of children preschool through grade three. The course focuses on communication, mindsets, a simple view of early literacy skill development, and supporting early literacy development at home. The goal is for educators to have increased skills and deeper understandings of how to effectively partner with all families in support of their young child's literacy development.

Overview of the course:

This course includes an introduction and three modules. The first module contains a pre-course self-assessment. The same self-assessment will be available at the end of the course. Educators will progress through the activities and content of each module, cycling through reflection and opportunities to check for understanding. An important learning element of this course will be the educator's participation in practicing new ideas and skills from the course with Partner Families. Partner Families are families selected by the educator who agree to meet with the educator in between modules to allow the educator to try out the practices taught in this course. As the educator progresses through the course there will be opportunities for reflection and planning. Additional resources for extended learning are available at the end of each module. At the end of the course, each participant will complete a course evaluation, a self-assessment, receive their culminating personalized plan, and a certificate of completion.

Building Families' Strengths by Supporting Family Engagement in Today's World

2026 Early Childhood Education Ohio Approved Self-Paced Courses

Steps to Register: Participants must register through OCCRRRA. With ST#. You must follow the instructions after registering and completing the evaluation at the completion to receive your Ohio Approved Hours. More information: [CLICK HERE](#)

Course 1: Foundations of Family Engagement ST# 10156351

Ohio Approved 2.5 Hours

Course 2: The Role of the Early Childhood Educator ST# 10156287

Ohio Approved 2.5 Hours

Course 3: Creating the Environment ST# 10156353

Ohio Approved 2.5 Hours

Course 4: Community Partnerships ST# 10156286

Ohio Approved 2.5 Hours



INCLUSION (Special Education)

Preschool Special Education 101 Series

More information and Registration: [CLICK HERE](#)

IDEA Part C to B Transition

More information and Registration: [CLICK HERE](#)

Early Childhood Universal Access Modules

More information and Registration: [CLICK HERE](#)

Professional Early Childhood Credential

More information and Registration: [CLICK HERE](#)

In The Know Naptime Series

More information and Registration: [CLICK HERE](#)

Autism Power Hour

The Autism Center at OCALI is pleased to host Autism Power Hour, FREE virtual professional development sessions which focus on a variety of topics to help professionals and family members gain a better understanding of how to address barriers that prevent autistic individuals from engaging in a purposeful life. During these one-hour live sessions, participants will have an opportunity to engage and interact with the hosts and other attendees. Suggested attendees include but not limited to, intervention specialists, general educators, speech and language therapists, occupational therapists, administrators, paraprofessionals, family members, mental health therapists, social workers, guidance counselors, etc.

Below are the 13 Autism Power Hour sessions offered as part of this series. While participants are not required to attend every session, each session builds on the content from previous ones. For this reason, participants are encouraged to join as many sessions as possible to support and deepen their learning.

August 25, 2026 – Introduction to Autism: Creating Supportive Environments

September 15, 2026 – Making Sense of Sensory Processing Part 1: Understanding Sensory Differences and Their Impact

September 29, 2026 – Making Sense of Sensory Processing Part 2: Strategies and Supports

October 13, 2026 – “Talk the Talk”: Communication Development and the Autistic Individual



October 27, 2026 – Building Stronger Executive Functioning Skills with Assistive Technology Tools Part 1

November 10, 2026 – Building Stronger Executive Functioning Skills with Assistive Technology Tools Part 2

December 8, 2026 – Academic Considerations to Support Autistic Learners

January 12, 2027 – "Listening Within" - The Language of the Body Part 1: Understanding Emotions, Trauma, and Interoceptive Awareness

January 26, 2027 – "Listening Within" - The Language of the Body Part 2: Understanding Emotions, Trauma, and Interoceptive Awareness

February 9, 2027 – Navigating the Adolescence Years: Building Relationships, Fostering Independence, and Transition Considerations

February 23, 2027 – Creating Connections: Supporting Play, Social Relationships, and Peer Engagement

March 9, 2027 – Connecting Families: Strengthening Support Through Strategies and Resources

March 23, 2027 – Sharing Success: Unlocking More Power

Each session will also provide opportunities to connect these topics with behavioral supports and strategies. Participants can earn up to 13 Ohio Approved Hours. Graduate credit will also be available. Registration and more information can be found [HERE](#)

SCIENCE OF READING (Literacy)

Ohio's Introduction to the Science of Reading Courses

[Pathway G: PreKindergarten Language and Literacy Pathway](#)

The Ohio Department of Education and Workforce continues to partner with The Rollins Center for Language and Literacy to bring free language and literacy training to Ohio-based early care and education professionals. The Rollins Center at the Atlanta Speech School and its online professional development community Cox Campus have been built with leading experts and fully funded by philanthropy to remove barriers to access for teachers, schools, districts, and families.

Pre-Kindergarten intervention specialists, English learner teachers, reading specialists, or instructional coaches may wish to access the following sequence available from the Department through a partnership with the Rollins Center for Language and Literacy.

Helping Students Read- Self Paced Module - Ohio Partnership for Excellence in Paraprofessional Preparation

More information and Registration: [CLICK HERE](#)

TRAUMA

OCALI Suite of Resources: Responding to Trauma and Supporting Resilience

More information and Registration: [CLICK HERE](#)

OCCRRA: The Impact of Trauma on Behavior in Early Childhood

ST10108154

Event Description: This interactive 2-hour self-paced module focuses on the importance of understanding the role of trauma informed care in early childhood with an emphasis on children and families. The long-lasting impact of trauma will also be explored. Participants will examine the effects of trauma on children's social-emotional development and behavior and explore strategies for supporting development in early childhood settings.



OCCRRA: Cultural Healing and Historical Understanding Through a Trauma Informed Lens

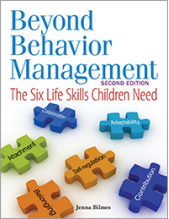
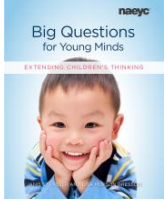
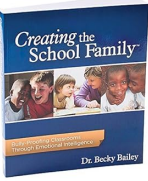
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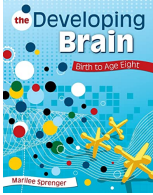

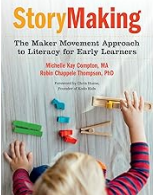
Event Description: In this interactive, self-paced 4-hour module, you will explore how cultural and historical backgrounds create a framework through which you perceive the world and how the world perceives you. Through the perspective of the trauma informed lens, you will examine the effect of cultural and historical experiences, specifically within the child welfare system. This module will also address how you can apply the six key principles of trauma informed care to your interactions with children and families and develop a plan of action to promote cultural healing and historical understanding.

T-I-Ps for Building Relationships Self Paced Module - Ohio Partnership for Excellence in Paraprofessional Preparation

More information and Registration: [CLICK HERE](#)

DISTRICT FACILITATED BOOK STUDIES

If you are interested in facilitating a book study for the 2026-2027 school year, please reach out to Michelle Smith; michelles@sst8.org or Stacey Smith; staceys@sst8.org .				Content Recommended For:		
Book	Description	OA Hours	Teachers	Assistant Teachers	All Staff	
<p>Beyond Behavior Management</p> 	<p>All children, not just those with challenging behaviors, require guidance as they develop the social and emotional skills they will use the rest of their lives. This resource provides everything you need to help children build and use six essential life skills: attachment, belonging, self-regulation, collaboration, contribution, and adaptability. Developed and tested in the classroom, this strength-based approach includes strategies, examples of supportive interactions, and special activities to help you manage challenging behaviors and strengthen social and emotional development in all children. Topics: Behavior Management, Curriculum & Assessment</p>	10	X	X	X	
<p>Big Questions for Young Minds</p> 	<p>Questions are powerful tools, especially in the classroom. Asking rich, thoughtful questions can spark young children’s natural curiosity and illuminate a whole new world of possibility and insight. But what are “big” questions, and how do they encourage children to think deeply? With this intentional approach—rooted in Bloom’s Taxonomy—teachers working with children ages 3 through 6 will discover how to meet children at their individual developmental levels and stretch their thinking. Topics: Curriculum & Assessment, Developmental Milestones</p>	10	X	X	X	
<p>Creating The School Family</p> 	<p>Discover how to bully-proof your classroom through emotional intelligence. Creating the School family will help you systematically create the positive school climate that is integral to academic success. Administrators and teachers alike will learn how to transform school culture using twelve classroom structures essential for creating inclusive, compassionate, bully-free learning environments. This fundamental shift in education and classroom management will help you step into a world where intrinsic motivation, helpfulness and connection govern</p>	10	X	X	X	

	your classroom. Topics: Behavior Management, Inclusion				
The Developing Brain 	Synthesizing information from neuroscience, cognitive psychology, and child development, this reader-friendly guide explains the basics of early brain development and provides brain-compatible teaching practices. Topic: Developmental Milestones	11		X	
Powerful Interactions 	Research tells us that relationships are foundational in our work with young children. They are indicative of children’s learning and development. When relationships are at the heart of what we do we can provide a higher quality of care and will see better outcomes for children. Powerful Interactions is a model that is based on the daily realities of early care educators and will be the catalyst for all educators who want to improve their relationships with young children. Educators will have an opportunity to discuss what they are learning, make connections to their practice, and apply it to their context.	12		X	
StoryMaking 	StoryMaking combines the maker movement with story retelling, story creation, and the importance of play to move all children forward in their literacy learning. This book study builds upon skills learned in previous literacy sessions such as oral language and vocabulary with a focus on thinking about how these skills can be generalized into various settings and activities across the classroom. The StoryMaker cycle is introduced along with practical steps and materials for how teachers can implement it and be inclusive of all children and abilities in their classroom. Topic: Curriculum & Assessment	12	X		
Uncover The Roots of Challenging Behavior	At times, children’s challenging behaviors are a mismatch between the social and emotional demands of the classroom and their ability to be part of a classroom community. This book study will guide you in analyzing your classroom elements, routines, and responses to children with a goal of decreasing challenging behaviors. Proactive strategies related to space design, active learning, relationship building, social skills, and family partnerships are focused on.	12	X	X	X

	<p>Topic: Behavior Management</p>				
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