

Morning 8:30-11:30: Full descriptions below			Note: All Classes are on Zoom		
	Monday - 23rd	Tuesday - 24th	Wednesday – 25th	Thursday - 26th	Friday - 27th
1	<u>Key Note: The Power of Intentional Play</u> Michelle Kuamoo	<u>Key Note: Revised ELA & Math Scope & Sequence</u> Rebecca Boyle, TSTs	<u>Full Day</u> – Pyramid Module I Vanessa Stewart, Mary Rose Bianco-Rion	<u>Full Day</u> – Pyramid Module II Julie Engard, Mary Rose Bianco-Rion	<u>Full Day</u> – Pyramid Module III Julie Engard, Mary Rose Bianco-Rion
2	8:30am - 10:00am		<u>Problem Solving Approach for Young Children</u> Anissa and Katy and Julie McGuiness FULL	<u>Language to Encourage STEM Discovery</u> Dr. Jessica Mezei and Dr. Azi Jamalian FULL	<u>Problem Solving Approach for Young Children</u> Anissa and Katy and Julie McGuiness FULL
3			<u>COR: All You Need to Know!</u> Julie Engard and Harry Wu from COR Adv. FULL	<u>The Importance of Phonological Awareness</u> Suzanne Bucci FULL	<u>Self-Awareness</u> Brian Conheady FULL
4			<u>Full Day</u> – Role of the PreK Paraprofessional Michelle Richardson-Wilson & Kathy Gaffney	<u>Sensory Play for EPK & UPK</u> Suzie Carney and Mary DeGenaro FULL	<u>Sensory Play for EPK & UPK</u> Suzie Carney and Mary DeGenaro Full
5	<u>Key Note: Active Play! Fun Physical Activities to Lead on the Playground and in the Classroom</u> Diane Craft		<u>From Bulbs to Butterflies</u> Teri Kenyon and Joe Dean FULL	<u>From Bulbs to Butterflies</u> Teri Kenyon and Joe Dean FULL	
C6	10:15am - 11:30am		<u>Self-Awareness</u> Brian Conheady FULL	<u>Diversity, Values, & Decision Making</u> Brian Conheady FULL	
7				<u>Families as Partners</u> Cara Rager FULL	
8					<u>Toilet Training for RCSD Paras: Required Potty Training</u> Michelle Richardson-Wilson
9					
10					

AFTERNOON 12:30-3:30: Full descriptions below

Note: All Classes are on Zoom

	Monday - 23rd	Tuesday - 24th	Wednesday – 25th	Thursday -26th	Friday - 27th
1	Key Note: Follow Up: Use Active Play to Develop Preschoolers’ Brains and Bodies	12:00-2:00 Break Out Sessions Revised ELA & Math Scope & Sequence (revised to start time 12:30pm)	<u>Full Day</u> – Pyramid Module I Vanessa Stewart, Mary Rose Bianco-Rion	<u>Full Day</u> – Pyramid Module II Julie Engard, Mary Rose Bianco-Rion	<u>Full Day</u> – Pyramid Module III Julie Engard, Mary Rose Bianco-Rion
2	Key Note Follow Up: Building Phonological Awareness through Intentional Play Ron Mohl and Michelle Kuamoo Building Phonological Awareness through Intentional Play		<u>COR: Anecdotes</u> Julie Engard & Betsy Wing-Schroeder FULL	The Importance of Phonological Awareness Suzanne Bucci	<u>Compassion Fatigue</u> Brian Conheady FULL
3	<u>Preschool Science with PBS Kids</u> Cara Rager FULL		<u>From Bulbs to Butterflies</u> Teri Kenyon and Joe Dean FULL	Music and Movement for CORE Skills Development Ashley Moss-Fox	<u>Music and Movement for CORE Skills Development</u> Ashley Moss-Fox FULL
4	<u>See Saw Sharing in PreK after COVID</u> Teri Kenyon		<u>Full Day</u> – Role of the PreK Paraprofessional Michelle Richardson-Wilson & Kathy Gaffney	<u>Sensory Play for EPK & UPK</u> Suzie Carney and Mary DeGenaro Full	
5	<u>An Overview of Emotional Trauma/ACES</u> Brian Conheady		<u>Compassion Fatigue</u> Brian Conheady FULL	GIANT Sparks with Science Tools Dr. Jessica Mezei and Dr. Azi Jamalian	
6			<u>Music and Movement for CORE Skills Development</u> Ashley Moss-Fox FULL	<u>Constructive Feedback and Active Listening</u> Brian Conheady FULL	
7				<u>From Bulbs to Butterflies</u> Teri Kenyon and Joe Dean FULL	
8				<u>Families as Partners</u> Cara Rager	

Full Descriptions of Classes	
Compassion Fatigue Brian Conheady This training is designed to give participants an understanding of the personal and professional impact that can be caused by repeated exposure to trauma and emotionally demanding situations. Expected Training Outcomes: Participants will • Understand how the qualities that can help you achieve success in the helping professions can also expose you to fatigue and burnout. • Be able to identify compassion fatigue symptoms specific to themselves and those they work with. • Create effective self-care plans that acknowledge specific stressors and define personal strategies to be used when stressed	
Constructive Feedback and Active Listening Brian Conheady This training is based on the premise that we enhance our work skills by being open to constructive feedback and by providing honest feedback to others. It also emphasizes the importance of developing listening skills when engaging youth, families or our colleagues. Expected Training Outcomes: Participants will • Understand that offering and accepting feedback, though sometimes uncomfortable, can enhance opportunities for growth. • Be able to identify the challenges to providing feedback, and how a culture of honest feedback can positively impact the work environment. • Work to identify and develop beginning skills specific to both the constructive feedback process and in their ability to actively listen.	
COR: All You Need to Know! Julie Engard and Mary Rose Bianco-Rion Learn components of the COR Advantage assessment, child observation techniques, and appropriate documentation and scoring procedures. Teachers use COR Advantage throughout the year to assess children’s development. New teachers MUST participate in a training session before using this authentic child assessment tool developed by High/Scope Educational Research Foundation. Participants will be given an introduction to the CORAdvantage Database, powered by Kaymbu. They will participate in a virtual walk-through where they will learn about the “nuts and bolts” of the system, from how to log in, enter and score anecdotes to how to select and prepare student and class reports for families, directors and administrators. Participants will be able to build their own class rosters as well as learn how to use the Help feature to access useful information, including webinars and tutorials.	
COR: Anecdotes Julie Engard and Mary Rose Bianco-Rion In this course participants will gain a deep understanding of the COR Assessment, the purpose of writing anecdotes, ways to improve documentation and collection methods for making scoring decisions.	

Diversity, Values, & Decision Making

Brian Conheady

This training consists of a highly interactive decision-making activity where participants are asked to collaborate on reaching group consensus without compromising their personal values.

Expected Training Outcomes: Participants will

- Understand how our values, beliefs, and feelings might present challenges to decision making.
- Recognize that the assumptions we make about others can also lead to decision-making barriers.
- Understand the complexities of achieving consensus while respecting and appreciating the diverse backgrounds of all participants.

Families as Partners

Cara Ragar

Relationships are the key! Come explore the power of parent/caregiver partnerships. In this session, participants will learn and revisit different strategies and resources to foster strong family collaborations on an ongoing basis.

From Bulbs to Butterflies

Teri Kenyon and Joe Dean

From Bulbs to Butterflies Wednesday 8/25 & Thursday 8/26

8:30-11:30 & 12:30- 3:30

Teri Kenyon and Joe Dean

The #23 School Community Garden brought our school and neighborhood community together to create an accessible outdoor learning space, which drove a year’s worth of lessons. Our garden will serve as a model for other educators to take outdoor learning to the next level. In this workshop, educators will learn to use their own school environment to plan and deliver exciting and fun outdoor lessons. We will cover techniques to keep students motivated through both hands-on learning and curiosity driven play, while providing specific examples for how to engage students outdoors, connect outdoor & indoor learning, & connect students with the natural world. Please dress comfortably, since we will be going outside. By the end of this session, teachers will have two starting lessons to support their own outdoor work and will be empowered to use their own outdoor space to engage students to become independent, curiosity-driven thinkers, while incorporating holistic lesson plans using STEAM & social studies

NOTE: This pd will be held over zoom. We will be zooming from school #23 in the school building and outside at our community garden. There will be TWO take home kits for you to use during the pd. You may pick up these kits at the #23 School Bus Loop (front of school; 170 Barrington St 14607) Wednesday 8/26 or Thursday 8/27 between the hours of 7:45 & 8:15 AM. You do not NEED to pick up the materials to attend and/or receive credit for the pd- it is your choice if you’d like to have the material examples. We will have enough kits for 20 participants for each session; you may need to share with others at your school or program. Questions may be directed to Teri.Kenyon@RCSDK12.org.

GIANT Sparks with Science Tools

Dr. Jessica Mezei and Dr. Azi Jamalian

The GIANT Room is an innovation hub for kids, guiding them to come up with ambitious ideas and teaching them techniques to use STEM tools in the service of their ideas. Join this workshop to learn many new ways to use simple science tools for hands-on projects. You'll gain ideas to implement into your curriculum right away. Featuring projects and program samples that have all been used and tested with kids at our hub and students in partner schools. We will focus on tools you will have access to and share how we've used them in our various programs, including tools such as magnet wands, pipettes, magnifying glasses, binoculars, kinetic sand, Magna tiles, and many more! You'll have the choice to participate in a hands-on experience with some of these tools, engage with example projects created by our educators and GIANT students, and have access to example videos. You'll come away with tools and strategies to design effective hands-on Science learning experiences with your students.

The Importance of Phonological Awareness

Suzanne Bucci

One of the most critical components to rethinking our early literacy practices is to understand the importance of robust and intentional phonological and phonemic awareness instruction. This interactive professional learning opportunity will make connections between supporting research and instructional practices in classrooms that teach early literacy skills. Participants will build an understanding of how solid foundational reading skills lead to proficient readers.

Participants will gain a better understanding of:

- why these skills are essential for learning to read
- the difference between phonological and phonemic awareness
- phonological and phonemic skills required to become proficient readers
- how to incorporate literacy instruction into the HighScope framework

Key Note - The Power of Intentional Play

Ron Mohl

What intentional choices can we make with children to support their learning while being a partner in play? We will look at specific strategies that enrich being a partner in play through opportunities for discovery, and actively participating in their play. As responsive partners in play, we will address the growth of the whole child while respecting them and their play. Powerful interactions, expanded feedback, and using juicy words do not just happen. As teachers, we must become facilitators who encourage children to expand their learning. We will explore strategies teachers can use daily to assist with enriching their environments and interactions to scaffold learning.

Outcomes: As a result of this keynote, participants will be able to:

- apply a 3-step process to initiate responsive teacher-child interactions.
- utilize strategies to encourage children and guide their learning and exploring.
- use self-talk and parallel

Key Note: The Power of Intentional Play Break Out Follow Up: Building Phonological Awareness through Intentional Play

Michelle Kuamoo

Phonological awareness is an all-inclusive term which covers skills such as beginning, middle and ending sounds, rhyming, syllables and more! Students often struggle with reading because they have not mastered phonological awareness skills. In this session, we will learn about all the skills that live under the umbrella of phonological awareness. We will discuss effective strategies and activities to incorporate during transitions and centers to support children in developing phonological awareness skills, but the best part is, we'll learn how to do this through intentional play, so the children will have fun while learning these important foundational skills!

Outcomes: As a result of this webinar, participants will be able to:

- identify the importance of phonological awareness regarding reading fluency.*
- plan intentional activities to support the development of phonological awareness skills through play.*

Key Note - Revised ELA & Math Scope & Sequence - Tuesday

Keynote: Revised ELA & Math Scope & Sequence Break Out Sessions – Tuesday

Key Note: Active Play! Fun Physical Activities to Lead on the Playground and in the Classroom

Diane Craft
10:15am - 11:30am

Learn fun, inclusive, developmentally appropriate physical activities that use only inexpensive equipment and can be enjoyed by preschoolers of varying abilities. View videos of 3-5 year olds playing these fun activities together. Gather ideas for leading these activities in small classrooms and on the playground.

Key Note Follow Up to Active Play: Use Active Play to Develop Preschoolers’ Brains and Bodies

Diane Craft

Learn more developmentally appropriate physical activities to infuse throughout the preschool day. Use physical activity in enhancing children’s brain function. Lead these activities to enable preschoolers to develop their fundamental movement skills and physical fitness as well as rehearse varied academic concepts. View more video clips that show how to lead these activities in large and small settings.

Language to Encourage STEM Discovery

Dr. Jessica Mezei and Dr. Azi Jamalian

Key challenges teachers face when facilitating student-centered learning are (1) reliance on information giving as a quick reaction to questions raised by their students (2) lack of practice or presence of mind with open ending prompting, (3) lack of time or missing opportunities to address learning moments for each student. In this workshop, we discuss a GIANT framework, and showcase how using lenses of different roles can help prompt children to explore further based on their own choices. Our "Think like a ..." series of lenses, integrate STEM into literacy, math, science, social studies, coding, and arts subjects. In this workshop, we'll learn how to Think Like a Scientist or Like a Maker and practice ways to spark and challenge students to continue to explore without relying on answer giving. This framework supports educators developing familiarity with open-ended questions and ways to incorporate them into their classrooms. We'll use real scenarios and practice how we can prompt students to continue their learning to help support teachers in building their confidence for student-centered facilitation of STEM.

Music and Movement for CORE Skills Development

Ashley Moss-Fox

In this interactive workshop, we will explore how authentic, content-rich music and movement experiences can be used to address child development in the following domains: (1) social emotional learning; (2) gross and fine motor development; (3) language and literacy; and (4) mathematics).

An Overview of Emotional Trauma/ACES

Brian Conheady

This training is designed to give participants an interactive overview of emotional trauma focusing on the impact trauma has on youth, families and community partners.
Expected Training Outcomes: Participants will

- Identify potential traumatic events and trauma symptoms.
- Understand how trauma can influence the behavior of children and adults.
- Understand the importance of using trauma-informed responses to trauma-influenced behaviors.

- Review CDC Adverse Childhood Experiences (ACES) material

Preschool Science with PBS KIDS!

Cara Rager

Learn how the new PBS KIDS series “Elinor Wonders Why” promotes early science learning, literacy skills, and overall curiosity of the natural world. Leave this session with free, developmentally appropriate digital resources (such as songs, video clips, online games) as well as printable materials (such as story/feltboard/puppets and take-home activities), and more. This session will also discuss ways that early childhood educators and staff can be “media mentors” to their students and families to promote healthy digital/media literacy habits.

Problem Solving Approach for Young Children

Anissa and Katy and Julie McGuinness

Explore how behavior is really communication and how to respond to the behavior. An overview of the 6 steps of Problem Solving will be reviewed and practiced in an active learning format. Practice reframing negative language when resolving conflicts and explore how to be more intentional in our use of the 6 Steps of Problem Solving. The rationale for why problem-solving is needed and the social-emotional and academic benefits will also be discussed

Pyramid Module I

Vanessa Stewart, Mary Rose Bianco-Rion

The Pyramid Model is a conceptual framework of evidence-based practices for promoting young children’s healthy social and emotional development. It builds upon a tiered public health approach to providing universal supports to all children to promote wellness, targeted services to those who need more support, and intensive services to those who need them.

Session 1 Universal Promotion and Supports for all children through nurturing and responsive relationships and high quality environments. At the universal level, we include the practices needed to ensure the promotion of the social development of all children.

- High Quality Environments
 - o Inclusive early care and education environments
 - o Supportive home environments
- Nurturing and Responsive Relationships
 - o Essential to healthy social development
 - o Includes relationships with children, families and team members

NYS requires all Pre K staff to be trained in the Pyramid Model for Intervention.

Pyramid Module II

Julie Engard, Mary Rose Bianco-Rion

This course builds on the Pyramid Model Session 1 PD. In this session, we move up the Pyramid to looking at the intentional teaching of Social Emotional Skills. It is strongly encouraged that you take Session 1 prior to taking Session 2.

Pyramid Module III

Julie Engard, Mary Rose Bianco-Rion

In this course, participants will be introduced to Module 3 of the CSEFEL social emotional Pyramid model. This module focuses on working with students with extremely challenging and disruptive behavior. Participants will be introduced to a variety of intervention strategies appropriate for young children with challenging behavior. Participants will work with colleagues to use the information presented to develop behavior plans for their own students. Each session will focus on a different section of the module and plans will be updated to reflect the new learning

Role of the PreK Paraprofessional

Michelle Richardson-Wilson & Kathy Gaffney

Are you a new paraprofessional or teaching assistant in the Early Childhood Education Department? Come learn about your role of supporting young children, the teacher and families as we look at active learning and the HighScope day.

See Saw Sharing in PreK after COVID

Teri Kenyon

Seesaw is a simple way for teachers and students to record and share what is happening in the classroom. Seesaw is a home to school to home connection tool, digital portfolio, and a place to complete school activities. Participants will be able to view and ask questions about how this RCSD purchased program works. Participants will have to time and help to create their own activities and templates that they will immediately be able to use in their own classrooms.

Self-Awareness

Brian Conheady

This training consists of facilitated discussion and interactive activities that highlight the importance of being aware of how our own feelings/thoughts/emotions can influence our interaction with others.

Expected Training Outcomes: Participants will

- Develop an understanding of how our emotions, feelings, experiences, etc., can influence our behavior.
- Use a critical thinking process to modify our default understanding of why the behavior is occurring
- Develop strategies to control, change and/or modify our expression of feelings/emotions when they are interfering with our interactions and/or relationships with others.

Sensory Play for EPK & UPK

Suzie Carney and Mary Degennaro

This course is for classroom staff who work with three and four year olds. We will explore all the different ways to engage young children's senses to maximize their learning and improve reading and math outcomes. Participants will be able to explore sensory play, make recipes and take with them materials to use in their classroom. Participants will discuss adaptations of sensory play for learning pod teaching.

Materials will be provided to do the Make and Take at home. Attendees must come to #44 8/16-8/20 to pick up kits.

Toilet Training for RCSD Paras: Required Potty Training

Michelle Richardson-Wilson

Participants will engage in activities that will show how ELA content can be infused throughout the HighScope Daily Routine.

NYS regulations state that children who are not toilet trained cannot be excluded from Pre K and it is a skill that must be taught to the children. NYS recommends: “School districts should include the family in development of a plan that supports the child using the toilet independently.” Therefor the Early Childhood Department is offering a program that will involve teaching teams and families to support children in developing this life skill. In this interactive workshop, we will:

- Review Readiness/Development
- Discuss Common Problems and Possible Solutions
- Review the requirements for the RCSD Toilet Training Program
- Provide Tips for Parents

This workshop must be taken by the RCSD Para that is supporting the program in the classroom.

Using Classroom Instruments

Ashley Moss-Fox

Intentional planning and specific teaching strategies can help children become successful in playing Instruments in preschool. It can also help them make a connection with math, language, and motor skills. Participants will use new strategies and activities to support children in learning appropriate ways to play classroom instruments. They will understand the connection between playing instruments and the development of math, language, motor, and music skills. They will be able to connect music instrument activities with the COR Advantage student assessment and NYS Pre-K Foundation for the Common Core.