



Early Childhood Professional Development Opportunities 2019-2020

Registration is required in Ohio Professional Registry

OR STARS as indicated

Ohio Professional Registry: <https://registry.occrra.org>

STARS: <https://safe.ode.state.oh.us/portal/>

Training Locations:

Auburn Tech Center

8221 Auburn Rd.
Concord Twp., OH 44077

Environmental Learning Center

Lake Metroparks
7250 Alexander Rd.
Concord Twp., OH 44077

Mentor Paradigm Center

6477 Center St.
Mentor, OH 44077

Additional information available on the SST 4 Website: www.sst4.org



Save the Date!

Early Childhood Fall Regional

Date: October 18, 2019

Location: Environmental Learning
Center

Morning: 8:30-11:30

Updates and Information **ST# Coming
Soon**

Afternoon: 12:30-3:30 Building
Social-Emotional Skills through Reading

ST10082216

Register in OPR for AM & PM Sessions

Save the Date!

Early Childhood Spring Regional

Date: April 3, 2020

Location: Environmental Learning Center

Morning: 8:30-11:30

Updates and Information **ST# Coming Soon**

Register in OPR

Afternoon: No afternoon Session!



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Questions? Contact us:

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Visit our website: www.sst4.org



Required Professional Development

Register in Ohio Professional Registry <https://registry.occrra.org>

Early Learning Assessment

***Register in Ohio Professional Registry <https://registry.occrra.org>** ST# 10082210*

Required for New
Teachers

Date: 9/6/19 Time: 8:30-3:30 Location: Auburn TLC

Description: This 2 day training is required for preschool teachers in SUTQ 3-Star and above rated programs and all state-funded preschool programs including Early Childhood Entitlement and Preschool Special Education programs. This training is also open to related service providers who are responsible for ELA administration and reporting. This training will provide an overview of the required Learning Progressions for reporting in the 2017-2018 school year. Topics covered will include: purpose of the assessment, structure of the assessment, preparing for administration, using your current assessment practices to gather child information, scoring items, reporting assessment results, using the Ready for Kindergarten Online System and using assessment results.

Introduction to the Childhood Outcomes Summary (COS) Process

***Register in Ohio Professional Registry <https://registry.occrra.org>** ST#10082208*

Required for New
Intervention
Specialists

Date: 9/13/19 Time: 8:30-3:30 Location: Auburn TLC

Description: The Ohio Department of Education requires preschool special education teams to complete the Early Childhood Outcomes Summary Form (ECOSF) for all children receiving special education services. This training will provide an overview of how to complete the Child Observation Summary Form and provide resources to support teams in summarizing information about children.

Childhood Outcomes Summary (COS) Process Refresher

***Register in Ohio Professional Registry <https://registry.occrra.org>** ST#10082209*

Date: 9/13/19 Time: 12:30-3:30 Location: Auburn TLC

Description: Child Outcomes Summary (COS) refresher training will involve reviewing key features of the Child Outcomes Summary (COS) process and required information to successfully complete the process. Participants complete application activities and explore the requirements and resources specific to state policies about collecting child outcomes data. In this session, you will gain an understanding of: When to complete the COS process; Utilizing the decision tree, a tool to help distinguish between the ratings; How the 7-point scale is related to age-expected functioning; How to complete required forms; Effective COS teaming practices and how they lead to accurate ratings; How to support active participation by all COS team members, including families; and How to promote rich team discussions about a child's functioning.

Special Education

Register in Ohio Professional Registry <https://registry.occrra.org>

1/31/20 What is “Special” about your Instruction? Defining SDI in Preschool ST#10082211

Time: 8:30-11:30

Locations: Auburn TLC

Description: A child eligible for special education in Ohio is required to have Specially Designed Instruction (SDI) outlined in their IEP to meet their unique educational needs, but what exactly does that mean? The delivery of SDI can become difficult to distinguish from regular instruction, especially as differentiated instruction and universal design for learning (UDL) approaches are more prevalent in early childhood settings. The purpose of this session is to provide clarification on the distinctive features of SDI—or what makes special education “special”— to promote common language and understanding for all.

2/21/20 Supporting Functional Communication of Non-verbal Preschoolers ST#10082213

Time: 8:30-11:30

Locations: Auburn TLC

Description: It is important to provide a variety of experiences to support children’s communication and language skills in preschool. The purpose of this session is to provide strategies to help you create language- and communication-rich environments that engage children whom are non-verbal in meaningful experiences that promote development.

Social-Emotional

Register in Ohio Professional Registry <https://registry.occrra.org>

Date: 12/6/19 Setting the Stage for Early Childhood Positive Behavior Intervention and Supports: Building Relationships and Creating Supportive Environments ST# ST10082214

Time: 8:30-3:30

Location: Auburn TLC

Participants will learn strategies to build positive relationships with children, families, and colleagues; design environments, schedules and routines; structure transitions; help children learn rules and routines and plan activities that promote engagement. Connections to Early Childhood Positive Behavior Intervention and Supports (PBIS) are reviewed.

Date: 2/28/20 Setting the Stage for Early Childhood Positive Behavior Intervention and Supports: Teaching Social Emotional Skills ST# 10082215

Time: 8:30-3:30

Location: Auburn TLC

This training provides participants with information regarding the importance of intentionally teaching social emotional skills. Key social emotional skills and teaching strategies targeted in this training include friendship skills, emotional literacy skills, ability to control anger and impulse and problem-solving skills. Resources to involve families and caregivers are shared. Connections to Early Childhood Positive Behavior Intervention and Supports (PBIS) are reviewed.

Early Literacy

Register in Ohio Professional Registry <https://registry.occrra.org>

Date: 9/27/19 **Spending 10 minutes a day with Heggerty to Engage Emergent Readers**
ST# Coming Soon

Time: 8:30-11:30 **Location: Auburn TLC**

Explicit phonemic awareness instruction is an essential component to any early literacy program. In this training participants will be provided an overview of the The Heggerty Phonemic Awareness curriculum and strategies to embed the curriculum into daily preschool activities. Participants should bring a copy of the Heggerty Phonemic Awareness curriculum for preschool to the training.

Date: 9/27/19 **Let them talk! Setting the stage for Oral Language and Vocabulary Development in Early Childhood** **ST# Coming Soon**

Time: 12:30-3:30 **Location: Auburn TLC**

Oral language and vocabulary knowledge are important predictors of children's later reading comprehension and the foundation of all literacy learning. In this session participants will develop an understanding of the developmental stages of oral language and learn strategies to facilitate oral language development during daily activities. Additionally, strategies to embed explicit vocabulary instruction across the preschool routine will be shared.

Date: 10/18/19 Building Social-Emotional Skills Through Reading **ST#10082216**

Time: 12:30-3:30

Location: Environmental Learning Center

Having friends, being able to identify emotions, problem solve and self regulate are lifelong social-emotional skills that should be taught in preschool. Weaving language and literacy rich instructional strategies through picture books and other materials found in a preschool classroom can be done with ease but needs intentionality. Come learn about and share your ideas about how to build social-emotional skills through reading.

Date:11/1/19 What "Reading" Looks Like in Preschool...Phonological Awareness **ST# 1008221**

Time: 8:30-11:30

Location: Auburn TLC

Developing children's phonological skills is the "reading" work in preschool. This vital aspect of literacy is learned through phonological awareness activities such as those developed by Heggerty. In this session, you will learn how to embed these phonological awareness strategies throughout your day, determine which students are struggling, and identify the next steps for mastery.

Date:1/24/20 Strengthening Knowledge and Awareness of Print using STAR **ST# Coming Soon**

Time: 8:30-11:30

Location: Auburn TLC

STAR is a set of interactive and innovative read-aloud practices designed for educators and caregivers. STAR lessons are organized around adult-child readings of high-quality storybooks and are based on the latest scientific knowledge regarding how adults can support children's language and literacy development using systematic and explicit instruction. In this training, participants will learn step-by-step strategies to encourage and strengthen young children's knowledge and awareness of print in early childhood education classrooms.

Professional Learning Communities (PLCs)

Itinerant PLC

Dates: 9/27/19 11/8/19 1/10/20 3/6/20
Time: 8:30-11:30 **Location:** Auburn TLC

***Register in Ohio Professional Registry <https://registry.occrra.org> *** **ST# Coming Soon**

Description: ODE requires districts/programs to offer a continuum of special education services. Preschool Itinerant Intervention Specialists assist in fulfilling this requirement as they provide special education services in the child's Least Restrictive Environment (e.g., home, community child care setting, public preschool program). This Itinerant PLC provides ongoing support and professional development to Itinerant Intervention Specialists. This year, the focus will be powerful interactions Itinerants can teach to their partner teachers and use with students.

Early Childhood School Psychologist PLC

Dates: 9/18/19 10/30/19 1/15/20 4/1/20
Time: 1:00-3:00 **Location:** Auburn TLC

***Register in STARS <https://safe.ode.state.oh.us/portal/> ***

Description: This PLC will provide a forum for Early Childhood School Psychologists to discuss relevant topics to the field. The PLC will provide an opportunity for sharing of updates, experiences, strategies, and best-practices.



EC Professional Development Calendar

9/6/19	Early Learning Assessment Initial Training	12/6/19	Building Relationships and Creating Supporting Environments
9/13/19	Child Outcome Summary Process- Initial Training	1/10/20	Itinerant PLC
9/13/19	Child Outcome Summary Process- Refresher	1/15/20	EC School Psych PLC
9/18/19	EC School Psych PLC	1/24/20	Strengthening Knowledge and Awareness of Print Using STAR
9/27/19	Spending 10 minutes w/Heggerty to Engage Emergent Readers	1/31/20	What is Special about Your instruction? Defining SDI in Preschool
9/27/19	Itinerant PLC	2/21/20	Supporting Functional Communication of non-verbal preschoolers
9/27/19	Let them Talk! Setting the Stage for Oral Language and Vocabulary Development in EC	2/28/20	Teaching Social-Emotional Skills
10/18/19	Fall Regional	3/6/20	Itinerant PLC
10/18/19	Building Social-Emotional Skills through Reading	4/1/20	EC School Psych PLC
10/30/19	EC School Psych PLC	4/3/20	Spring Regional
11/1/19	What Reading Looks Like in Preschool...Phonological Awareness		
11/08/18	Itinerant PLC		