43rd ANNUAL
Early Childhood Conference & Retreat

Thursday, October 15th
Friday, October 16th
Saturday, October 17th

Killington Grand Resort • Killington, VT

Keynote Speakers

Thursday: Karen Worth, MS
Friday & Saturday: Walter Drew, Ed.D.

Register online at VAEYC.org
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As a professional in infant and toddler childcare, preschool, kindergarten, Head Start, center or home-based, elementary school, or any other early childhood education setting, you know the early years are learning years. Join VAEYC and we’ll help you to make sure the early years count.

VAEYC is leading efforts to build better futures for all young children. Our Quality Improvement Project and our T.E.A.C.H. Vermont Early Childhood Project are both supported in part by your membership dues. Our most important effort is supporting you in the work you love! Join VAEYC and NAEYC, and become part of a national effort to provide excellent early care and education for all children from birth through age eight.

Become a member online at www.naeyc.org/membership

VAEYC membership runs for the 12 months subsequent to joining, and entitles members to benefits including:

- membership in NAEYC, our national parent organization
- a complimentary subscription to a professional journal published by NAEYC, your choice of: Young Children, or TYC, Teaching Young Children
- bimonthly issues of eConnections, the VAEYC e-newsletter
- reduced rates and local, regional, and national AEYC conferences
- membership Mix and Mingle events offered in locations throughout Vermont on a rotating basis

Membership is for individuals only, not for a center or school

Membership rates:

1-year memberships
Comprehensive $105.00
Regular $61.00
Student $45.00

Please Plan to join us:
Annual Membership Breakfast & Meeting is Friday (10/16) 7:30-8:30am at the Killington Grand Resort.
Membership Mix and Mingle is Friday (10/16) 6-8pm.
About VAEYC

The Vermont Association for the Education of Young Children (VAEYC) is an affiliate of the National Association for Education of Young Children, the nation’s largest membership organization for early childhood professionals. Our membership is open to anyone who cares about the education and well-being of young children.

VAEYC’s mission is to enhance the quality of early childhood programs and professional practices, and advocate for young children (birth through 8 years) and their families in order to realize the potential of every Vermont child. VAEYC uses a two level approach in working to achieve our mission:

• VAEYC also seeks to impact the quality of the early care and education workforce by providing professional development experiences that elevate their professional knowledge. Our Fall Conference is VT’s largest early childhood professional development event. And, NEW THIS YEAR, our T.E.A.C.H. Early Childhood® Vermont Scholarship Project helps support early childhood professionals working in regulated child care attain degrees in our field.

• VAEYC seeks to improve VT’s early care and education system through advocacy and systems building efforts including our participation in VT’s Early Childhood Alliance and Building Bright Futures State Early Childhood Council’s sub committees.
Conference Tracks

Child Development
Early childhood professionals have an understanding of how children develop and the factors that are involved in development. They use their understanding of child development combined with their knowledge of each child as an individual to support children’s overall development.

Child Development Sub-headings:
A. How Children Develop
B. Influences on Child Development
C. Individual Variance

Families and Communities
Early childhood professionals understand that children are members of a family and that both the family and the program are part of a community. They work in partnership with families by communicating respectfully and by sharing information and resources that support children and families.

Families and Communities Sub-headings:
A. Relationships
B. Communication
C. Community Involvement and Resources

Teaching and Learning
Early childhood professionals understand that the substance of teaching and learning is in the combination of interactions, routines, and experiences in children’s daily lives.

Teaching and Learning Sub-headings:
A. Interaction
B. Learning Environment
C. Curriculum & Content
D. Assessment

Healthy and Safe Environments
Early childhood professionals use practices that protect children and promote health, including good nutrition and physical activity.

Healthy and Safe Environments Sub-headings:
A. Healthy Environments and Health Needs
B. Safe Environments
C. Nutrition
D. Physical Activity

Professionalism and Program Organization
Early childhood professionals understand they have the responsibility to provide services that meet or exceed standards of practice and support positive outcomes for children, families and professionals, including themselves, staff and other colleagues.

Professionalism and Program Organization Sub-headings
A. Professionalism
B. Working with Staff and Colleagues
C. Program Organization and Administration

Workshop Levels

Our workshop presenters have determined the content of their workshop to fall into one of the following categories. This year we have included this information in our workshop descriptions for your consideration as you make your selections:

Introduction/Overview— The content in these sessions is designed for attendees with little or no prior learning OR experience with this topic.

Essential Knowledge/Application— The content in these sessions is designed for attendees who have had some prior learning AND experience with this topic.

Analysis & In-depth Application— The content in these sessions is designed for attendees who have had considerable learning AND experience with this topic.
Mail-in Registrations:
Mailed-in paper registrations will be processed based on their postmark date. **There is a $10 processing fee PER PARTICIPANT** on all mailed-in registrations.

Mail to:
UVM Conference and Event Services
Marsh Hall Room 009
31 Spear Street
Burlington, VT 05405

Registrations that are not accompanied by full payment will not be processed until payment is received (excluding school districts who submit a valid P.O.)

In order to qualify for the VAEYC member rate, you must have a valid membership number. Not yet a member? Go to www.naeyc.org, click on “membership” to join. You can receive a membership number right away.

You will receive an email confirming your registration and workshop choices.

Walk-in registrations will not be accepted.

Requests for refunds, less a $10 processing fee, must be in writing and postmarked by Friday, October 17, 2015.

If you have questions about REGISTRATION, please contact UVM’s Conference and Event Services, via email: ConferenceRegistration@uvm.edu, or call (802) 656-5665 during normal business hours.

If you have questions about the CONFERENCE, please contact Kim Buxton, via email: kim@umbrellanek.org, or call (802) 748-1992, extension 316, during normal business hours.
Making Your Conference Attendance More Affordable

Fall Conference Scholarships
VAEYC is able to provide a number of $50 scholarships to individuals for the 2015 Fall Conference through the Chuck Bayles Scholarship Fund in an effort to make registration fees more affordable. Funding comes from the 2014 conference raffle proceeds, from 2014 presenters who donated back their stipends to the scholarship fund, and from generous contributions.

More information about and online scholarship application forms can be found here: http://vaeyc.org/
To receive the Scholarship discount, you must have an approved scholarship request PRIOR to registering for the conference.

Do you work for a Nationally Accredited Program? Conference attendees from a program with a current NAEYC or NAFCC accreditation are eligible for a 10% registration discount. PRIOR to completing your registration, please contact Kim Buxton to receive your Accreditation discount code. kim@umbrellanek.org

Become a VAEYC/NAEYC member online:
www.naeyc.org/membership

Registration Discounts for members:
1-day: $50 • 2-day: $100 • 3-day: $150
The Permanent Fund’s Early Educator of the Year Award Ceremony
At the VAEYC Conference 2015

To recognize excellence in the teaching of Vermont’s young children, the Permanent Fund for Vermont’s Children created the annual Early Educator of the Year Award. This year, the Permanent Fund accepted nominations for an outstanding home-based childcare professional who has demonstrated a commitment to quality early childhood education. Please join us for the award ceremony to honor and recognize the two award finalists and find out which one will receive the 2015 Early Educator of the Year Award.

“Besides parents, early educators are a child’s first teacher... We want to recognize those who go above and beyond to positively impact the lives of Vermont’s children.”
–Rick Davis, president and co-founder of the Permanent Fund for Vermont’s Children

T.E.A.C.H. Early Childhood® VERMONT is a statewide scholarship program designed to help early childhood professionals working in regulated early childhood settings attain an Associate’s degree in early childhood development while continuing their current employment. T.E.A.C.H. Early Childhood® VERMONT is more than a scholarship program; it is designed to address two major challenges in the early education and care field – low wages and high turnover. The scholarship helps increase compensation and the retention of skilled teachers.

Contact the T.E.A.C.H. Early Childhood® VERMONT Program Coordinator at 802-244-6282 for more information OR visit http://vaeyc.org/quality-improvement/teach/
## Schedule of Events

### Thursday, October 15, 2015

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:30am – 8:30am</td>
<td>Registration and coffee</td>
</tr>
<tr>
<td>8:30am – 8:45am</td>
<td>Welcome and opening announcements</td>
</tr>
<tr>
<td>8:45am – 9:45am</td>
<td>Keynote presentation: Karen Worth</td>
</tr>
<tr>
<td>10:00am – 12:00pm</td>
<td>Thursday session I workshops</td>
</tr>
<tr>
<td>12:15pm – 1:15pm</td>
<td>Lunch (included for registered conference participants)</td>
</tr>
<tr>
<td>1:15pm – 2:45pm</td>
<td>Thursday session II workshops</td>
</tr>
<tr>
<td>2:45pm – 3:00pm</td>
<td>Afternoon coffee break</td>
</tr>
<tr>
<td>3:00pm – 4:30pm</td>
<td>Thursday session III workshops</td>
</tr>
<tr>
<td>6:00pm – 8:00pm</td>
<td>Professional Development Opportunity with the Vermont Early Childhood Alliance</td>
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<tbody>
<tr>
<td>7:30am – 8:30am</td>
<td>Registration and coffee; VAEYC Membership breakfast and annual meeting</td>
</tr>
<tr>
<td>8:30am – 8:45am</td>
<td>Welcome and opening announcements</td>
</tr>
<tr>
<td>8:45am – 9:45am</td>
<td>Keynote presentation: Walter Drew</td>
</tr>
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</tr>
<tr>
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<td>Membership Mix and Mingle</td>
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### Saturday, October 17, 2015

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<td>Saturday session III workshops</td>
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</tbody>
</table>

Please be aware we have a firm policy of “no children” at the conference. This includes infants. We strive to provide a professional learning atmosphere and even the quietest child cannot be silent or avoid becoming a distraction for others who are trying to participate in conference offerings. We thank you for your understanding and appreciate you making other childcare arrangements. We will have a private space available for breastfeeding mothers to express milk, if needed. Please contact kim@umbrellanek.org to make prior arrangements.

### Attending more than one day?

All conference attendees are eligible for the conference rate of $105 per night at the Killington Grand Resort Hotel. When you reserve your room, be sure to mention you are with the Vermont Association for the Education of Young Children. This room rate is guaranteed until September 21, 2015, and available at the discretion of the Killington Grand following that date.

### Registration deadlines:

- **Early Bird ends September 1**
- Rates increase through the regular deadline of October 1.
- Registrations cannot be accepted after October 1!
A Thank You to our Gold Level Sponsors:

The ongoing partnership and support of our Gold level sponsors enables VAEYC to bring national level speakers like Karen Worth, and Walter Drew to Vermont while keeping conference rates affordable.

We are grateful for 2015 Conference and Retreat gold-level sponsorships from:

The Vermont Department for Children and Families Child Development Division (CDD)
(This support is in lieu of providing professional development grants to individuals.)

Vermont Birth to Five

Let’s Grow Kids
Thursday Morning Keynote

October 15, 2015
8:45am — 9:45am

STEM: How does it fit with what we do in our early childhood classrooms?

STEM is now a word and teachers at all levels, including early childhood, are being asked to teach science, technology, engineering and mathematics, or STEM. What do we mean by that? Why is it important for young children? How does it fit with what we do in our early childhood classrooms and programs? What about children’s play? Learn about the nature of these subject areas and how they are natural extensions of children’s curiosity and interests.

Explore the ideas of science inquiry and engineering design and children’s quite remarkable abilities to engage in thinking and reasoning about the world in which they live. Reflect on how you can guide your children as they explore, build, investigate and play.

Karen Worth, MS
Elementary Education Department
Wheelock College

About Karen: Karen teaches courses at Wheelock College in elementary education and science education for both pre-service and in-service teachers at the graduate and undergraduate levels. She has done extensive development work in science education. A current focus is developing teacher skills in the use of language in science as a critical tool for scientific reasoning. She has been the principal investigator on a number of National Science Foundation projects in which she developed and published science curriculum materials for early childhood and elementary classrooms and led large-scale efforts to support the implementation of inquiry-based science programs in schools.

She was part of the development team for the National Science Education Standards, chairing the Working Group on Science Teaching Standards. She consults nationally and internationally on the implementations of inquiry-based science programs for children at pre-school and elementary levels and has served as an advisor to several informal science organizations, public television stations, and national science reform projects. She is a recipient of the Exploratorium’s Outstanding Educator Award for her work in science education, the international puRkwa prize for improving the scientific literacy of the children of the planet, and the NSTA Distinguished Service Award. She received her Master's degree from Bank Street College of Education in New York City.
Friday Morning Keynote

October 16, 2015
8:45am — 9:45am

Hands, Heart and Mind: From Play to Practice

Mastery of play is an epic developmental task for young children. Play enables children, as well as adults, to learn and interact in positive ways. As an “Approach to Learning” play contributes mightily to children’s success in school and exerts a dramatic lifelong positive influence on healthy development and learning in all domains. Children’s learning begins with play and stuff, sensory exploration using real things in the physical world that inspire hands, heart and mind to imagine and invent new possibilities. What’s this? What does it do? What can I do with it? What will happen if I do this?

Examine the power of creativity and play with unusual physical objects. Encounter something new and unexpected. “Light up your brain”! Play inspires a different state of being that deepens awareness and sharpens your understanding of play and professional practice. Explore and construct new relationships with open-ended materials and realize how the virtues of play help children become more focused, resilient, and empowered adults. Investigate play strategies that strengthen your ability to skillfully and intentionally guide children’s learning through play. Become more knowledgeable about the purposeful use of open-ended materials in your teaching practice. Discover new ways of promoting play-based learning as part of developmentally appropriate practice. Tap into your creative consciousness through an interactive and open-ended experience.

Walter Drew, Ed.D.
Facilitator, NAEYC Play, Policy and Practice Interest Forum
Institute for Self Active Education, Reusable Resources Association

About Walter: For almost 40 years, Walter F. Drew has researched, developed and conducted hands-on adult play experiences with open-ended materials as a process for awakening creativity, strengthening early childhood practice, and as a way of generating hope and optimism across the human life span. Walter also leads children’s discovery workshops for parent education, which was highlighted in the January 2015 issue of Teaching Young Children. As a founder of the Reusable Resources Association, Walter has a passion for creative play using reusable materials (find out more about this at reuseresources.org). Walter and his wife, Kitty founded the Institute for Self Active Education in Boston, in 1980. Walter currently serves as the Executive Director for the Institute for Self Active Education, in addition to that, Walter currently serves as a facilitator for the Play, Policy and Practice Interest Forum with the National Association for the Education of Young Children (NAEYC). He co-authored an exciting new book published by NAEYC, titled, “From Play to Practice: Connecting Teacher’s Play with Children’s Learning.” He is the recipient of Patricia Monighan Nourot Award in 2009, and a Member of the Board of Directors for The Association for the Study of Play. He is the creator of Dr. Drew’s Discovery Blocks, chosen Best Toy of the Year in 1982 by the Parent Choice Foundation.
Vermont Birth to Five

Percentage of Vermont Registered Homes Enrolled in STARS

- Dec 2011: 15%
- Dec 2012: 24%
- Dec 2013: 38%
- Dec 2014: 71%
- March 2015: 74%
- April 2015: 74%
- May 2015: 75%

STARS
Outreach efforts to support programs to engage in STARS as a means of demonstrating, improving and sustaining program quality.

Mentoring & Technical Assistance
Current or former providers offer guidance and resources to child care programs to improve quality and support retention.

Starting Points Networks
Collaborating with the State to enhance and strengthen Starting Points Provider Networks through grant support and technical assistance.

VT Child Health Improvement Program Developmental Screening
An extensive training and coaching project utilizing the validated Ages and Stages Screening tool.

VT Community Preschool Collaborative
Supporting universal access to prekindergarten education through partnerships between public schools and community based early childhood programs.

Professional Development
Offering professional development opportunities that are coordinated and in collaboration with regional networks, agencies and statewide organizations.

Family, Friend and Neighbor Care
Making available outreach and resources to strengthen and support family members, neighbors and friends who are providing informal child care in a variety of settings.

Strengthening Families
Providing support, training, and resources to home based providers to utilize the Strengthening Families Framework as they engage with families.

Shared Services
Building a network of resource sharing opportunities for providers to achieve cost savings and promote child care as a viable business model.

Teaching Strategies GOLD
Providing training and coaching to groups of providers in the use of the TS GOLD assessment system.

Vermont Birth to Five is an initiative supported by the Permanent Fund for Vermont’s Children, the A.D. Henderson Foundation, and the Turrell Fund.

Email: info@vermontbirthtofive.org
Website: www.vermontbirthtofive.org
Facebook: www.facebook.com/VermontBirthtoFive

VB5 Mission: To assure every Vermont child has access to high quality and affordable early care and education.
Saturday Morning Keynote

October 17, 2015
8:45am — 9:45am

The Value of Play and Creativity in Generating Positive Energy in Professional Practice

Actively investigating play and creativity using simple, open-ended materials affords us a unique opportunity to develop insight that enhances professional practice. We gain a deeper understanding of child development and the essential role of play in guiding children’s approaches to learning. Dr. Drew will share relevant stories from peoples play experiences during Friday’s workshops. Featuring participant photographs and journal comments we will examine and compare anecdotal reflections with our own perspectives on creativity and the practice of play in the lives of children and adults.

Walter Drew, Ed.D.
Facilitator, NAEYC Play, Policy and Practice Interest Forum
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BACK BY POPULAR DEMAND!

THE PLAY PLACE
In an effort to promote more play in the classrooms and lives of children while highlighting the connections between play and learning and development we are offering the Play Place. Each day of the conference during each session there will be opportunities for you to come and work and play with various materials in the Play Place. There will be a workshop host who will facilitate the play. In addition to spending time in play participants will have time for reflection, discussion, and sharing strategies for implementing these ideas. There are clear objectives for each session so sessions in the Play Place will count toward Professional Development and you will get a DPD form for participating in them.

T14: Facilitated story play Vivian Paley style: Explore the development of literacy skills through stories written and acted out by children. Many of these are stories of preschoolers, but toddlers enjoy story play too. Participate in acting out these stories and creating and acting out your own stories. Hosted by Robin Ploof.
F3: Toddler Play That Is More Than Busy Work: Through hands on practice, we will explore new sensory integration, linguistic development, and environmental stewardship play for mobile infants and toddlers. Build your own instant sensory table, have toddlers take charge of picking up their spaces and structure language exchanges that build on the play action happening everyday. Come with your questions, and ideas and be ready to sing, dance, practice toddler yoga, and do some light hammering. Hosted by Kathi Apgar.
F14: Creative Clay: This fun workshop will focus on exploring with clay and the different forms and textures it can make. Use your sensory and fine motor skills to integrate clay into your classroom while you have fun creating! Hosted by Sarah Sprague.
F18: Play 101: Considering Play As Learning: Review classic and modern theories of play and play’s essential link to young children’s learning and development. Participants will then consider play theory and its link to their everyday teaching or program development. It’s not “just” play! Hosted by Laurel Bongiorno.
S2: Open Ended Art; Enjoying the Process: This workshop is designed to encourage the participant to foster and celebrate the process of artistic exploration and expression in our students. We will examine the value of open-ended art projects, identify activities that allow creativity, curiosity, and originality and explore a variety of materials that can be used in your classroom starting now. Hosted by Jill Voelz Koppers.
S14: Play 101: Considering Play As Learning: Review classic and modern theories of play and play’s essential link to young children’s learning and development. Participants will then consider play theory and its link to their everyday teaching or program development. It’s not “just” play! Hosted by Laurel Bongiorno.
S19: More and More Manipulatives: Exploration with a variety of manipulatives including zoobs, Legos, Magnetics, dominoes, counters, poker chips, colored links, etc. We’ll discover what kind of games, math, literacy and science we can learn with these materials. Hosted by Beth Peloquin.

Grow Your Career with an associate degree in EARLY CHILDHOOD EDUCATION

Find out more at ccv.edu

The Vermont Association for the Education of Young Children (VAEYC) Conference and Retreat
October 15, 16, & 17, 2015 | To register online visit vaeyc.org | Registration deadlines: Early Bird - Monday, Sept. 1 / Regular - Wednesday, Oct. 1
Thursday Morning — Session I

October 15, 2015 | 10:00am — 12noon

**KEYNOTE PRESENTER SESSION**

**T2: Water, Water, Everywhere**

*Track(s): Teaching & Learning Level: Essential Knowledge & Application*

**Karen Worth, MS | Elementary Education Department, Wheelock College**

Water is key to life on earth. Children experience it and other liquids in their daily lives. Using hands-on experiences, this workshop will explore the many ways that children can investigate the properties of water (and other liquids). The workshop will highlight ways in which this STEM study of the properties of liquids promotes children’s language and mathematical abilities while challenging them to use their experiences to develop basic science concepts. The presenter teaches at Wheelock College and has written curriculum for early childhood and elementary teachers.

**Learning Objectives:**

1. Participants will describe the opportunities for inquiry-based study of liquids both in the classroom and outdoors
2. Participants will identify several key strategies for challenging children to think and reason about investigations in physical science.
3. Participants will utilize the Vermont Early Learning Standards to identify topics and goals for STEM learning focused on the properties of matter.

**T3: PLAY PLACE: Learning Materials Make and Takes**

*Tracks: Teaching and Learning Level: Introduction/Overview*

**Sharon Adams | Early Childhood Education/Infant Toddler Specialist, New England Head Start Training & Technical Assistance Network; VAEYC Current President**

**VT Instructor Registry level: Master**

Come make math games, props for music and dancing and other fun materials!

**Learning Objectives:**

1. Participants will describe ways to make materials to support math, literacy and music.
2. Participants will discuss ways to use materials with children.

**T4: The ELC-RTT Early Childhood Workforce Survey Project: Initial Findings and Potential Action Steps**

*Tracks: Professionalism & Program Organization Level: Essential Knowledge/Application*

**Lynne Robbins | Early Childhood and Afterschool Systems Specialist, DCF Child Development Division | VT Instructor Registry Level: Specialist II**

**Clare Irwin | Consultant, Education Development Center**

A representative from the Child Development Division and the project manager from EDC will share initial takeaways from the Early Learning Challenge-Race to the Top (ELC-RTT) Early Childhood Workforce Survey conducted in Spring, 2015. Workshop participants will engage in discussion about survey findings and next steps. Participants will also learn about efforts to ensure that information in the Bright Futures Information System is accurate and up to date, and how to promote and maintain this effort.

**Learning Objectives:**

1. Participants will be able to articulate some of the initial findings of Vermont’s Early Childhood Workforce Survey, including median wage information.
2. Participants will develop strategies about using the workforce survey data going forward.
Thursday Morning — Session I

October 15, 2015  |  10:00am — 12noon

T5: Embedded Learning Opportunities for Each and Every Child

Jackie Sprague | Early Childhood Consultant | VT Instructor Registry level: Master

Embedded Learning Opportunities (ELO) embed or integrate short planned opportunities to teach a child a specific skill within the classroom activities. ELOs promote child engagement and leaning in everyday activities, routines and transitions. And it emphasizes identifying times and activities when instructional procedures for teaching are implemented in your natural occurring activities, routines and transitions. Participants will learn some strategies to help you support all children.

Learning Objectives: 1) Participants will understand how to embed or integrate short planned opportunities to teach a child a specific skill within the usual classroom activities. 2) Participants will utilize skills to plan and implement some embedded learning skills for specific children with the strategies demonstrated in the training.

T7: Exploring Your Place At The Fire: Developing Your Leadership Voice in Early Care and Education Settings

Tracks: Teaching & Learning, Professionalism and Program Organization
Level: Introduction/ Overview

Lisa Strout, CAGS, PhD/ABD | Director of Early Childhood Education at Rivier University | VT Instructor Registry level: Master

This workshop will define and explore the varying leadership roles of mentors, consultants, workshop trainers, and directors in the field of early childhood education. Attention will be focused on the different models of adult learning theories through the lens of emotional intelligence based on Bruno’s work about what you need to lead in early childhood programs.

Learning Objectives: 1) Participants will define Leadership within the context of Emotional Intelligence 2) Participants will identify and Explore the Roles of a Workshop Trainer, Individual Mentor, Program Consultant, & Director in relation to Focus, Relationships, Process, Duration, & Deliver 3) Participants will define and Explore the Various Models of Adult Learning Theories, Orientation Models, Dimensions, and Context in Learning.
Thursday Morning — Session I
October 15, 2015 | 10:00am — 12noon

T8: Gardening All Year
Tracks: Teaching and Learning
Level: Essential Knowledge & Application
April Zajko, M.Ed | Preschool Teacher, Concord Elementary School | VT Instructor Registry level: Certified

Are you looking for ways to help children connect to the natural world through gardening, composting, and observing the seasonal changes happening in our local ecosystems? This workshop will explore how to implement a year-round study of plants, using both indoor and outdoor gardening activities. Participants will leave with many ideas for creating engaging learning environments, lists of suggested plants for children, science experiments, tips for sensory explorations, and meaningful ways to get young children growing plants all year!

Learning Objectives: 1) Participants will discuss ways to incorporate both indoor and outdoor gardening concepts into preschool and kindergarten classrooms. 2) Participants will investigate a variety of ways to create engaging learning explorations to teach characteristics of living organisms and local ecosystems.

This workshop will also be offered on Saturday morning, workshop S6

T9: NAEYC Accreditation, You Can Do It!
Tracks: Professionalism & Program Organization
Level: Essential Knowledge & Application
Sonja Raymond | Director/Owner Apple Tree Learning Centers, VAEYC Board Member | VT Instructor Registry Level: Certified

Are you a 3, 4 or 5 STAR center? Then you are perfectly positioned to become accredited! The STARS requirements are well aligned with many of the NAEYC accreditation requirements so with a little planning, your hard work can help you achieve both. Some benefits include: an additional VT bonus for Accreditation, a CDD grant to cover costs of the application, and a VAEYC fall conference discount of 10% per staff member. Participants will compare the STARS and NAEYC Accreditation processes and learn what next steps need to be taken to turn your STARS into Accreditation. If you have been considering NAEYC Accreditation or just want to learn more, this is the workshop for you.

Learning Objectives: 1) Participants will describe the process of applying for NAEYC Accreditation. 2) Participants will compare and contrast the STARS requirements and the NAEYC Accreditation requirements.

This workshop will also be offered on Friday morning, workshop F8.

T10: Consulting, Mentoring and Coaching in the Early Childhood Field: the Art of Knowing, Doing and Creating
Tracks: Professionalism & Program Organization
Level: Essential Knowledge & Application
Nancy Sugarman | Director of Northern Lights Career Development Center | VT Instructor Registry Level: Master

Are you a mentor, coach or consultant? Do you want to be one? What is the art of being a mentor? In this workshop we will explore and practice the skills and knowledge needed to provide effective, individualized guidance and support to early childhood professionals and programs. We will notice the differences and similarities between a mentor, coach and consultant; and discover tools and resources available here in Vermont. Get your own copy of one the NEWEST Northern Lights booklets: Knowledge and Competencies for MATCH professionals and learn what M.A.T.C.H. stands for! You will also get the most current information about Vermont’s initiative to develop and support mentors, coaches and consultants and how you can benefit.
Investing in Vermont’s future – today!
Flexible financing, grants and business consulting for Vermont’s child care community.

Visit Lakeshore at the VAEYC Fall Conference!
See exclusive infant/toddler & STEM products at our booth!

To learn more, contact your Regional Manager
Mark Probst
(800) 421-5354, ext. 7717
mprobst@lakeshorelearning.com
Thursday Afternoon — Combined Sessions II & III
October 15, 2015  |  1:15pm — 4:30pm

Please Note:
Choosing workshop T11, T12, or T13 will satisfy your selection for both time slots on Thursday afternoon.

KEYNOTE PRESENTER SESSION

T11: Inquiry in the Natural Environment

Track(s): Teaching & Learning
Level: Essential Knowledge / Application

Karen Worth, MS | Elementary Education Department, Wheelock College |

How might you use children’s play and engagement with the natural environment as a context for STEM learning? Using an outdoor space, this workshop will explore how to take advantage of children’s natural interest in their environment to implement an integrated, inquiry-based unit appropriate for preschool through kindergarten. Participants will leave with strategies and ideas for challenging children to explore patterns and relationships in nature, developing their language and mathematical skills at the same time. The presenter teaches at Wheelock College and has written curriculum for early childhood and elementary teachers.

Learning Objectives: 1) Participants will describe the opportunities for inquiry-based study in the environment around their classrooms. 2) Participants will identify several key strategies for challenging children to think, reason, and draw conclusions about the natural environment. 3) Participants will utilize the Vermont Early Learning Standards to identify topics and goals for STEM learning in the natural environment.

As early educators we have the opportunity to not only impact the lives of the children in our care but their families as well. Resiliency is a skill allows children the ability to cope and adjust to stress in their environments and by building this skill we are supporting a child’s overall emotional wellness. The goal of this workshop is to identify the key components of resiliency in children through examining our own practices and environments; as well as our ability to coach parents and caregivers to support a child’s emotional growth at home.

Learning Objectives: 1) Participants will identify the characteristics which are displayed by a resilient child 2) Participants will evaluate and improve up on our own classroom practices to increase resiliency 3) Participants will develop techniques for helping to better coach families in supporting resiliency in their children.

T12: Building Resiliency in Young Children and Coaching Families to do the Same

Tracks: Child Development, Families & Communities
Level: Essential Knowledge & Application

Meghan Meszkat, M.Ed. | Executive Director at The Little School | VT Instructor Registry level: Certified

As early educators we have the opportunity to not only impact the lives of the children in our care but their families as well. Resiliency is a skill allows children the ability to cope and adjust to stress in their environments and by building this skill we are supporting a child’s overall emotional wellness. The goal of this workshop is to identify the key components of resiliency in children through examining our own practices and environments; as well as our ability to coach parents and caregivers to support a child’s emotional growth at home.

Learning Objectives: 1) Participants will identify the characteristics which are displayed by a resilient child 2) Participants will evaluate and improve up on our own classroom practices to increase resiliency 3) Participants will develop techniques for helping to better coach families in supporting resiliency in their children.

T13: Mindfulness-Based Practices for Early Childhood Providers and Teachers

Tracks: Professionalism & Program Organization
Level: Introduction/Overview

Marilyn Webb Neagley | Director and Author, Talk about Wellness | VT Instructor Registry level: Specialist II
Nancy Baker | Teacher and Mindfulness Coach at the South Burlington School District | VT Instructor Registry Level: Not in Instructor Registry.

This interactive workshop will demonstrate personal and professional mindfulness-based practices for those working with Pre-K thru grades 1/2. This is an introductory level course that includes current research, adult practices and early childhood applications.

Learning Objectives: 1) Participants will discuss that emotional regulation can be learned through methods of improving executive function. 2) Participants will describe attention and how it can be improved through mindful awareness and self-calming practices. 3) Participants will identify how kindness can be achieved through mindful listening, speaking and thinking.
Thursday Afternoon — Session II

October 15, 2015  |  1:15pm — 2:45pm

T14: PLAY PLACE: Facilitated story play
Vivian Paley style

Tracks: Teaching and Learning
Level: Essential Knowledge/Application

Robin Ploof, Ph.D. | Faculty and Program Director,
Champlain College M.Ed. Program; VAEYC Past President
| VT Instructor Registry Level: Master

Explore the development of literacy skills through stories written and acted out by children. Many of these are stories of preschoolers, but toddlers can enjoy story play too. Participate in acting out these stories and creating and acting out your own stories.

Learning Objectives: 1. Participants will describe the process of facilitated story play. 2 Participants will develop strategies for collecting and dramatizing children’s stories. 3. Participants will explore skills and knowledge necessary to create a culture of storytelling in their classrooms.

T15: Positive Feeding Relationships and Picky Eating Challenges

Tracks: Healthy & Safe Environments
Level: Essential Knowledge & Application

Sumra Harper-Deas | Nutrition Education Initiatives Specialist, Hunger Free Vermont | VT Instructor Registry level: Specialist II

In this workshop providers will learn about the importance of adequate nutrition in early childhood and examine best practices for creating positive feeding relationships with the children in their care. Providers will have opportunities to discuss challenges they have faced with managing picky eaters and problem-solve ways to handle food rejection. This workshop will include a discussion on techniques for introducing new foods to children.

Learning Objectives: 1) Participants will recognize that adequate nutrition is essential for proper growth and development and discuss the crucial role a positive feeding relationship plays in supporting adequate nutrition in early childhood. 2) Participants will examine strategies for feeding children in light of their own values, experiences and perceptions and problem-solve common feeding issues.

T16: The New Licensing Regulations: Overview & Next Steps

Tracks: Professionalism & Program Organization
Level: Essential Knowledge & Application

Christel Michaud | DCF Child Care Licensing Supervisor, Child Development Division | VT Instructor Registry level: Certified

This workshop will provide an overview of the regulation revision process to include current status and how community engagement (inclusion of new laws, community forums, and feedback from experts within the field) was used during development of the new regulations. Next steps will be shared with participants regarding the adoption process of the new regulations, training plans, and implementation time lines to support participants’ ability to plan accordingly. The workshop will conclude with an overview of the structure of the new regulations to assist participants in strengthening initial understanding.

Learning Objectives: 1) Participants will describe the regulation revision process. 2 Participants will understand what to expect during the implementation phase. 3) Participants will discuss the structure of the new regulations.

This workshop will also be offered on Saturday morning, workshop S4.
T17: Science, Technology, Engineering, Arts, and Mathematics: a Toddler’s Dream Curriculum

Tracks: Teaching & Learning
Level: Analysis & In Depth Application

Dee Smith | Pedagogical Director and Early Childhood Program Liaison at University of Vermont Early Childhood Program Campus Children’s Center | VT Instructor Registry level: Master
Erika Norris | Mentor Teacher, University of Vermont Campus Children’s Center | VT Instructor Registry Level: Not in Instructor Registry.

This workshop will explore the multitude of ways you can create environments for toddlers that tap into their natural curiosity about the world of STEAM. We will offer ideas for provocations including ramps, inclines, tubes, pulleys, containers, blocks, media, light and shadow.

Learning Objectives: 1) Participants will describe how to understand children’s natural curiosities support a rich logic-mathematical environment for learning 2) Participants will develop strategies to present a STEAM rich curriculum for very young children. 3) Participants will discuss how these environments support the new Vermont Early Learning Standards.

T19: Shared Services For Early Learning Programs In Vermont

Tracks: Professionalism & Program Organization
Level: Introduction/Overview

Sharron Harrington | Regional Manager for Bennington, Brattleboro and Rutland Regions, Vermont Birth to Five | VT Instructor Registry Level: Certified
Brenda Schramm | Vermont Birth to Five Mentor and Statewide Program Specialist | VT Instructor Registry Level: Affiliate II

Across the nation owners of early learning and development programs, both center and home based, are sharing resources, increasing revenues, and accessing discounted services through Shared Services Networks. This workshop will provide an overview of Vermont’s ECE Shared Resources Website (www.sharedservicesvt.org) which is available to all Vermont programs participating in the Step Ahead Recognition System (STARS), as well as provide an update on the Shared Services Networks across the state. Come and see how you can keep your own business model, philosophy and independence while joining forces with other programs to access experts and resources. Increase Capacity, Save Money, and Save Time! All of which will allow you to focus your attention on the quality of the services you offer to the families and children in your care.

Learning Objectives: 1) Participants will describe several resources located on the VT Shared Services website, such as examples of cost savings, program administration and classroom resources, human resources materials and family engagement tools 2) Participants will describe the benefits participating in Shared Services Networks including information sharing, networking and collaboration 3) Participants will analyze how shared services initiatives can improve quality and sustainability of programs through cost savings, time savings, and reallocation of resources to improve child outcomes.

This workshop will also be offered on Saturday afternoon, workshop S17.
Partnering with families, providers, schools and communities to improve the well-being of Vermont’s children.

- How do I find a training?
- Can I get help paying for college courses?
- Who can I talk to about a child’s development?
- How do I receive a bonus for professional achievements?
- How can I manage my program’s licensing information?
- Can I view my professional information in BFIS?

... the Child Development Division can help with the answers.

Child Development Division services include child care financial assistance for eligible families, resource and referral, licensing, and prevention and early intervention programs.

http://dcf.vermont.gov/cdd
1-800-649-2642
Thursday Afternoon — Session III

October 15, 2015 | 3:00pm — 4:30pm

**T21: Developmental Monitoring: Strategies, Resources and Tools to Inform Practice, Improve Early Identification of Developmental Concerns and Autism, and Share Concerns with Families**

Tracks: Child Development, Families & Communities  
Level: Introduction/Overview

Janet Kilburn | Child Development Coordinator for the Vermont Department of Health | VT Instructor Registry Level: Specialist II

Jamie Rainville | Autism Program Coordinator at the Vermont Family Network | VT Instructor Registry Level: Not in Instructor Registry

Eileen McCoy | Developmental Educator | Children’s Integrated Services | Vermont Family Network | VT Instructor Registry Level: Master

Join this interactive workshop and be introduced to free resources that make discussing development with parents easier. We will talk about your essential, irreplaceable role in developmental monitoring and early identification and give you tools to support you in your work. You will be introduced to strategies to educate parents about the importance of tracking milestones. You will be able to identify “red flags” and early warning signs of developmental delays and autism spectrum disorders in toddlers and young children. We will also discuss developmentally appropriate strategies for working with young children with developmental delays and autism to better support them in early education and home settings.

Learning Objectives: 1) Participants will utilize resources from the CDC’s “Learn the Signs. Act Early.” Program. 2) Participants will identify “red flags” and early warning signs for autism spectrum disorders in toddlers and young children. 3) Participants will examine “Tips for Talking with Parents” about developmental concerns and apply these strategies during difficult conversations.

**T22: Best Practices for Early Mathematics**

Tracks: Child Development, Teaching and Learning  
Level: Essential Knowledge & Application

Tracy Bettale Watterson, M.Ed | Elementary Mathematics Assessment Coordinator, Vermont Agency of Education; Past President of the Vermont Math Leadership Council | VT Instructor Registry level: Master

Join in this interactive workshop to experience how early childhood best practices for mathematics instruction should focus on the meaningful learning of both skills and concepts, involve a combination of informal and child-centered activities and formal teacher-centered instruction, and help children move from the concrete to the abstract. Our work together will include discussions and hands-on activities that address curricula, instruction, and formative assessment.

Learning Objectives: 1) Participants will describe the importance of focusing on the meaningful learning of both skills and concepts. 2) Participants will develop strategies to involve a combination of informal child-centered activities and formal teacher-centered instruction. 3) Participants will discuss how to use instruction to move children from the concrete to the abstract.

**T23: The Blue Brain—Being Young, Male and Energetic**

Tracks: Child Development, Families & Communities, Teaching & Learning  
Level: Essential Knowledge & Application

Scott Noyes | Self Employed, Empowering Programs | VT Instructor Registry level: Certified

Let’s debunk bad science. The male vs. female brain “research” is filled with myths. Most of the differences in development are the result of nurture not nature. This presentation will examine the few innate differences in male and female brains then go on to look at how parents, peers and society influence the wiring of our most complex system. The program concludes by asking if “Rough and Tumble Play” belongs in childhood and offers time for action steps in addressing the blue brain.

Learning Objectives: 1) Participants will compare what contemporary research says about the male vs. female brain in childhood 2) Participants will list strategies on how to use this information to provide for the similarities and differences.
T24: Bringing A Mission To Life—One Year Later! One Early Childhood Program's Story of “Walking the Walk”

Tracks: Professionalism and Program Organization
Level: Introduction/Overview

Andrea Sambrook, M.A. | Director/Owner Annette’s Preschool & The Clubhouse, VAEYC Board Member | VT Instructor Registry level: Master

Andrew Sambrook, M.A. | VT Instructor Registry Level: Not in Instructor Registry

How does a mission translate into practice each and every day? Many programs have a mission, but it is often difficult for employees to understand how it impacts their work every day. This interactive workshop will reveal the challenges and successes to implementing a new mission one year later after multiple perspectives. This workshop will focus on supporting early childhood directors through applied exercises to review, evaluate and change the way they operate and make decisions from the board room to the classroom.

Learning Objectives: 1) Participants will describe the purpose of a mission, vision and/or philosophy within an early education organization. 2) Participants will evaluate synchronicity between participant’s program practices and mission and vision. 3) Participants will develop a framework for making mission-aligned decisions at the macro and micro levels of management.

Join the Vermont Early Childhood Alliance for an additional professional development opportunity on Thursday Evening! Learn more about becoming an advocate for early childhood! Join this interactive workshop to strengthen your advocacy skills, help staff and parents to better engage with policymakers, and speak out in favor of policy change that supports children and families. We’ll also discuss early childhood legislative issues that are likely to be considered in the 2016 legislative session. No pre-registration is required for this opportunity.

T25: Introduction to Strengthening Families

Tracks: Professionalism and Program Organization, Families & Communities
Level: Introduction/Overview

Kimberlie Buxton | Child Care Resource Development Specialist, Kingdom Child Care Connection at Umbrella, Inc. | VT Instructor Registry level: Certified

Join Strengthening Families instructor, Kim Buxton, for a session to explore the work of Strengthening Families in Vermont. Learn about this great initiative in Vermont and find out if you or your program is ready to begin promoting Strengthening Families! We will also explore the 5 protective factors, a basis of the Strengthening Families framework.

Learning Objectives: 1) Participants will list the protective factors and a strategy to promote each at their program. 2) Participants will describe the Strengthening Families framework and current related opportunities.
Friday Morning — Full Day Session, Combined Sessions I, II & III

October 16, 2015 | 10:00am — 4:30pm

Don’t forget to sign up for the Membership breakfast and meeting held 7:30—8:30am at Killington Grand Resort! Another great reason to become a member!

F1: When Enough Is Enough

Tracks: Child Development, Teaching & Learning
Level: Essential Knowledge & Application

Jeanine K. Fitzgerald | Certified Human Behavior Consultant and Specialist. Certified educator, Author, Master Trainer, Owner of the Fitzgerald Institute of Lifelong Learning and The Fitzgerald Institute | VT Instructor Registry Level: Master

Over the past decade, antisocial behavior among our youth has increased at an alarming rate. Not only have the numbers grown, but also the ages these behaviors are first activated has seeped into toddlerhood and preschool. At the same time, there has been a decrease in remorse making for the perfect storm. This session examines the best practices for prevention and intervention so we can confront these most complex, dangerous and destructive behaviors in children between 3 and 12 years of age.

Learning Objectives: 1) Participants will contrast the normative developmental pathway with that of the aggressive and conduct pathway as the foundation to best practices in a variety of environments. 2) Participants will describe how to lower a child’s anger threshold and decrease a child’s misuse of power. 3) Participants will apply their understanding of precipitating events to escalation in ways that prevent and minimize the explosive reactions from children in their care.

So your preschooler is reading... great!
Do they understand what they are reading?

Strategy for building comprehension during shared book reading

PEER Sequence
P Parent (or other adult) initiates an exchange about the book, and
E Evaluates the child’s response,
E Expands the child’s response, and
R Repeats the initial question to check that the child understands the new learning.

View videos and examples at www.buildingblocksforliteracy.org
Friday Morning — Session I
October 16, 2015 | 10:00am — Noon

KEYNOTE PRESENTER SESSION

F2: A Book Reading with Dr. Drew: Connecting Teacher’s Play With Children’s Learning

Dr. Walter Drew | Institute for Self Active Education & Founder, Founder Reusable Resources Association

A special reading of select passages and stories by Dr. Drew, co-author with Dr. Marcia Nell of From Play to Practice: Connecting Teacher’s Play with Children’s Learning. Participants are invited to share favorite quotes and discuss questions and answers concerning professional practice.

Learning Objectives: 1) Participants will analyze the role of play and creativity in transforming professional practice. 2) Participants will compare current practices with new strategies to further professional practice.

Note: Copies of From Play to Practice: Connecting Teacher’s Play with Children’s Learning are available for purchase ahead of time from naeyc.org, and will be available for purchase on the day of the conference at the VAEYC Vendor Table. Participants are encouraged to read the book ahead of time.

F3: PLAY PLACE: Toddler Play That is More Than Busy Work

Tracks: Teaching and Learning
Level: Introduction/Overview

Kathi J. Apgar, M.Ed. | Early Childhood Services Director at Greater Burlington YMCA; Adjunct Faculty at Champlain College; VAEYC Past President | VT Instructor Registry Level: Master

Through hands on practice, we will explore new sensory integration, linguistic development and environmental stewardship play for mobile infants and toddlers. Build your own instant sensory table, have toddlers take charge of picking up their spaces and structure language exchanges that build on the play action happening every day. Come with your questions and ideas and be ready to sing, dance, practice toddler yoga, and do some light hammering.

Learning Objectives: 1) Participants will list several strategies to implement new sensory integration, linguistic development and environmental stewardship in their programs. 2) Participants will describe how to structure language exchanges that build on the play action.

F4: Creating Peace in the Classroom

Tracks: Child Development, Teaching and Learning
Level: Essential Knowledge & Application

Ylan Roy | Early Childhood Consultant and Caregiver | VT Instructor Registry Level: Certified

Conflict is a necessary and valuable part of being human. Growth happens when people learn to listen to different ideas as they work towards a common solution. This workshop will explore experiences and materials which promote the development of a loving preschool community based on working through conflict to find peaceful solutions. Circle time games, the use of a Peace Table, and other ways to develop children’s internal sense of problem solving will be explored in a fun, interactive manner.

Learning Objectives: 1) Participants will discuss the stages of social and emotional development related to conflict resolution. 2) Participants will create a plan to teach peace in their classrooms.

This workshop will also be offered on Saturday afternoon, workshop S22.
F5: Happier at Work: Mindfulness and Meditation to Decrease Stress and Increase Happiness

Tracks: Professionalism & Program Organization
Level: Introduction/Overview

Becky Raymond | Regional Coordinator for Central Vermont Building Bright Futures Council | VT Instructor Registry Level: Certified

We live in a world that never seems to slow down and we all know this is particularly true for early childhood professionals. Research shows us the benefits of gratitude, mindfulness, and meditation for our health and well-being but it seems impossible to find the time to add these practices to our already intensely busy lives. Through group discussions and hands-on practice, this workshop will provide you with a toolkit of strategies to incorporate gratitude, mindfulness and meditation into your daily life without asking you to make huge changes to your daily routine. We will also discuss ways to incorporate gratitude and mindfulness strategies into your work with children.

Learning Objectives: 1) Participants will practice strategies to incorporate gratitude, mindfulness, and meditation into their daily lives 2) Participants will identify and discuss ways to address barriers to incorporating these strategies into their daily lives

This workshop will also be offered on Saturday afternoon, workshop S20.

F6: “Chicken Boom Boom”: Writing Songs and Other Musical Adventures in an Inclusive Early Childhood Setting

Tracks: Child Development, Teaching & Learning
Level: Essential Knowledge & Application

Patricia Casey | Early Childhood Special Educator at Chittenden South Supervisory Union | VT Instructor Registry Level: Specialist II
Julia Wayne | Early Childhood Special Educator at Chittenden South Supervisory Union | VT Instructor Registry Level: Not on the registry

In this workshop, participants will learn about a process of writing songs with young children. Presenters will offer strategies and tips to get started and will facilitate the creation of one or more compositions. There will be hands-on learning opportunities to engage with musical set ups for the classroom environment. We will also explore specific children’s storybooks that inspire a music curriculum.

Learning Objectives: 1) Participants will learn strategies for song writing with children 2) Participants will describe strategies for setting up the classroom environment to promote musical exploration 3) Participants will learn how to connect children’s storybooks to a musical curriculum.”

F7: Instructional Strategies That Work!

Tracks: Teaching and Learning
Level: Essential knowledge & application

Sharon Adams | Early Childhood Education/Infant Toddler Specialist, New England Head Start Training & Technical Assistance Network; VAEYC Current President | VT Instructor Registry level: Master

What teaching strategies impact child outcomes? This workshop will focus on three categories of strategies that support children’s higher order thinking skills. Power point, small group, individual work, and large group work will be components of this workshop.

Learning Objectives: 1) Participants will define concept development, quality of feedback and language modeling. 2) Participants will practice instructional support strategies.
Friday Morning — Session I
October 16, 2015  |  10:00am — Noon

F8: NAEYC Accreditation, You Can Do It!
Tracks: Professionalism & Program Organization
Level: Essential knowledge & application
Sonja Raymond | Director/Owner Apple Tree Learning Centers, VAEYC Board Member | VT Instructor Registry level: Certified

Are you a 3, 4 or 5 STAR center? Then you are perfectly positioned to become accredited! The STARS requirements are well aligned with many of the NAEYC accreditation requirements so with a little planning, your hard work can help you achieve both. Some benefits include: an additional VT bonus for Accreditation, a CDD grant to cover costs of the application, and a VAEYC fall conference discount of 10% per staff member. Participants will compare the STARS and NAEYC Accreditation processes and learn what next steps need to be taken to turn your STARS into Accreditation. If you have been considering NAEYC Accreditation or just want to learn more, this is the workshop for you.

Learning Objectives: 1) Participants will describe the process of applying for NAEYC Accreditation. 2) Participants will compare and contrast the STARS requirements and the NAEYC Accreditation requirements.

This workshop will also be offered on Thursday morning, workshop T9.

F9: Instructing Adults: Exploring the NEW VT Knowledge and Competencies for Instructors
Tracks: Professionalism & Program Organization
Level: Essential Knowledge & Application
Nancy Sugarman | Director of Northern Lights Career Development Center | VT Instructor Registry Level: Master

Do you present workshops, or teach college courses? Do you support other instructors of adults? Do you think you might want to be an instructor? Come learn about the newest Northern Lights booklet, Knowledge and Competencies for Adult Instructors working with early childhood and afterschool professionals. We will explore the tool in-depth, identify the many related resources in the booklet and how to use them, and practice using the observation tool. Get your own copy of the booklet to take home!

Learning Objectives: 1) Participants will become aware of the instructor knowledge and competency tool and resources, and identify ways to use them 2) Participants will practice observing an instructor to identify strengths, areas for growth and how to provide feedback using the observation tool.
Focused Friday Lunch Discussions

Vermont’s Play Policy & Practice Committee: Look for Walter Drew and Robin Ploof at a table in the Oscar Wilde Ballroom during lunch to join this conversation. Together, work on crafting a vision for Vermont!

VAC understands that working parents need support too. Our Early Education and Care programs offer a variety of enriching and quality care programs for infants, toddlers, preschool and school-aged children year round.

Our programs bring children together in an enriched, developmentally appropriate learning environment. More than just child care, our programs promote independence, self-esteem and growth in areas of motor skills, language and literacy, play skills and social competency. Children from six weeks through twelve years of age are provided nutritious breakfast, lunch and snacks. In addition to our education filled classrooms, we have infant/toddler and preschool/school-aged playgrounds, a gymnasium, swimming activities in our Mitchell Therapy Pool.

Beth McKee, Director, Early Education & Care  802-775-2395, ext.202  bmckee@vacvt.org

Vermont Achievement Center
88 Park Street, Rutland, VT 05701
802-775-2395  Fax 802-773-9656  www.vacvt.org
Friday Afternoon – Combined Sessions II & III
October 16, 2015 | 1:15pm — 4:30pm

Please Note:
Choosing workshop F10, F11, F12, or F13 will satisfy your selection for both time slots on Friday afternoon.

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<tr>
<th>KEYNOTE PRESENTER SESSION</th>
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<tr>
<td><strong>F10</strong>: Hands, Heart &amp; Mind: From Play to Practice: Connecting Teacher’s Play with Children’s Learning</td>
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**Track(s):** Professionalism & Program Organization, Teaching & Learning  
**Level:** Introduction / Overview

**Dr. Walter Drew** | Institute for Self Active Education & Founder, Founder Reusable Resources Association

Play with stuff! Build your understanding of children’s learning through adult play and reflection on one’s own play experience. This play workshop mirrors the way children learn about the world—this is, by constructing knowledge from direct experience. Explore the power of play and creativity in transforming professional practice!

Engage in a series of three unique and enjoyable hands-on solo, partner and cooperative play experiences using a variety of open-ended materials. Practice reflective journaling and work together in collaborative teams to share and stimulate creative thinking and build a sense of community. Draw insight and construct action plans on how to strengthen intentional play-based learning within center and home-based programs. Photos of participants play will be presented as part of the reflective process. Make connections between your play experience and creativity in early math and science skills, social and emotional development, and strategies for communicating with parents about the importance of play in family life, early education and human development.

Learning Objectives: 1) Participants will evaluate approaches to facilitating play as a value added strategy in child development. 2) Participants will apply strategies to facilitate play and meet early learning standards.

*This workshop will also be offered on Saturday morning & afternoon, workshops S1 & S10.*

| **F11**: Creating Cultural Competence and Honoring Diversity in Early Childhood Settings |

**Tracks:** Families & Communities, Healthy & Safe Environments  
**Level:** Introduction/Overview

**Robin Ploof, Ph.D.** | Faculty and Program Director, Champlain College M.Ed. Program; VAEYC Past President | VT Instructor Registry Level: Master

This discussion based workshop will help us become more comfortable with our own stories and to create authentic relationships with people unlike ourselves. These discussions will help us gain an awareness of how we perceive and respond to differences and how we can build community with each other.

Learning Objectives: 1) Participants will increase their self-awareness and comfort level around people who are different than themselves. 2) Participants will increase their cultural competence by being able to analyze environments and interactions. 3) Participants will gain some strategies for approaching cultural differences.

| **F12**: Peaceable Stories: Supporting Emotional Literacy |

**Tracks:** Child Development, Teaching and Learning  
**Level:** Introduction/Overview

**Laura Lawson Tucker, M.Ed.** | Program Leader for Vermont Humanities Council and Director at Theatre Adventure | VT Instructor Registry level: Master

Laura Lawson Tucker will engage participants in exploring ways we can use children’s literature, conversation, and related activities to support children’s emotional literacy, create a peaceful learning environment, and build a caring community among the children. Educators will share ways they can care for themselves, and nurture.
empathy, compassion, cooperative play, and effective communication in the children. Participants in this interactive, hands-on workshop will receive the Peaceable Stories curriculum resource manual and eight gift books for their program.

Learning Objectives: 1) Participants will demonstrate an increased understanding of ways to support a lifelong love of books and learning while also supporting healthy social-emotional development. 2) Participants will describe practical ways to use children’s books and conversation as tools to promote socio-emotional development and create a positive learning environment.

*This workshop was offered in prior years as an Advanced Never Too Early training by the Vermont Humanities Council*

*The materials, instructor and workshop are generously sponsored by The Vermont Humanities Council.*

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**F13: STARS and the Environment Rating Scales**

**Tracks:** Professionalism & Program Organization  
**Level:** Introduction/Overview

**Jen Severance | STARS Assessor for STARS at the Mary Johnson Children’s Center | VT Instructor Registry Level: Master**

**Audrey Perry | STARS Assessor for STARS at the Mary Johnson Children’s Center | VT Instructor Registry Level: Not in the Instructor Registry**

Each childcare setting has an environmental rating scale that can be used to support your STARS rating in Vermont. In this workshop, we will provide an overview of the various environmental rating scales that are used to assess VT programs and we will look at the process of what happens when a STARS Assessors comes to look at your program. The areas of the scales will be discussed in depth and we will look at how to put together a program improvement plan for your program or classroom. We will explore how programs are scored and look at the different assessment and summary reports that are used.

Learning Objectives: 1) Participants will identify key elements of what happens during a STARS Assessor visit and how to prepare for an observation visit. 2) Participants will demonstrate knowledge of the various Environment Rating Scales, including how to score them and use the score to put together a Program Improvement Plan for their program.
Playtime is more than just fun. It’s learning that prepares children for life.

LEARNING STARTS DAY ONE

Join the campaign to give every child a strong start.

letsgrowkids.org
Friday Afternoon — Session II
October 16, 2015 | 1:15pm – 2:45pm

**F14: PLAY PLACE: Creative Clay**
Tracks: Teaching and Learning  
Level: Essential Knowledge/Application  
Sarah Sprague | Teacher/Program Assistant at the Helen Day Art Center | VT Instructor Registry level: Master  
This fun workshop will focus on exploring with clay and the different forms and textures it can make. Use your sensory and fine motor skills to integrate clay into your classroom while you have fun creating!  
Learning Objectives: 1) Participants will explore with clay and using it in the classroom 2) Participants will describe how clay helps with sensory and fine motor skills

**F15: Songs For Circle Time...Or Any Time!**
Tracks: Child Development, Teaching & Learning  
Level: Introduction/Overview  
Hugh Hanley | Circle of Songs With Hugh Hanley | VT Instructor Registry Level: Specialist I  
Songs for Circle Time...or Anytime is a hands-on workshop of songs, fingerplays and music activities for adults who sing with young children in educational, library, or arts program settings. It is designed and presented to promote interactive singing and musical play, with an emphasis on developing adult modeling techniques, and instruction and encouragement for those with no musical training. The workshop addresses the important benefits that a young child gains from an active, participatory music/play experience. It provides adult singers with a repertoire of developmentally-appropriate songs, fingerplays, and music activities which have been used with great success in small-group interactive singing. Need some new music activities to rejuvenate your circle time singing sessions? Join us at this participatory workshop and come away with a photo-illustrated handout of the songs, finger plays, and music activities that you will learn, and techniques that you can use to help make hands-on musical play an enriching, FUN part of your daily early childhood curriculum. Recording devices are welcome.  
Learning Objectives: 1) Participants will describe the benefits adding visual supports for young children with and without disabilities to support learning and independence. 2) Participants will utilize strategies find resources for visual supports online and identify those that are of good quality. 3) Participants will construct 1-2 new, useful, visual supports for children in their care.  
*This workshop will also be offered on Thursday afternoon, workshop T18.*

**F16: Using Visuals to Support Independence In Preschoolers**
Tracks: Teaching & Learning  
Level: Essential Knowledge/Application  
Beth Peloquin | Early Childhood Consultant affiliated with the University of Vermont, Agency of Education and Champlain College | VT Instructor Registry level: Master  
This will be a short introduction on how to use visual supports for preschool children in order to help students with special needs and in order to foster independence in emerging skills for all children. We’ll learn where to find resources online for quality visuals and then have a make & take session so that participants will have new visual supports to take back to the children in their care.  
Learning Objectives: 1) Participants will describe the benefits adding visual supports for young children with and without disabilities to support learning and independence. 2) Participants will utilize strategies find resources for visual supports online and identify those that are of good quality. 3) Participants will construct 1-2 new, useful, visual supports for children in their care.  
*This workshop will also be offered on Saturday morning, workshop S3.*

**F17: Good Job Descriptions: A Powerful Starting Point For Staff Success**
Tracks: Professionalism & Program Organization  
Level: Essential Knowledge & Application  
Jack Russell | President, Center for Self Sustaining Leadership | VT Instructor Registry Level: Specialist II  
Struggle with developing & using effective job descriptions? Struggle no more! Learn how to: 1) Adapt a proven job description template to your staff 2) Improve hiring process 3) Identify job standards 4) Integrate with evaluations & professional development 5) Set staff up for success and not failure.  
Learning Objectives: 1) Participants will articulate how effective job descriptions provide a dynamic framework for hiring, retention, and staff development. 2) Participants will adapt template and information to creating or modifying staff job descriptions. 3) Participants will connect job description standards to job evaluations.
Friday Afternoon – Session III

October 16, 2015 | 3:00pm – 4:30pm

**F18: PLAY PLACE: Play 101: Considering Play as Learning**

*Tracks: Teaching and Learning*
*Level: Essential Knowledge/Application*

Laurel Bongiorno, Ph.D | Dean, Division of Education and Human Studies at Champlain College; VAEYC Past President | VT Instructor Registry Level: Master

Review classic and modern theories of play and play’s essential link to young children’s learning and development. Participants will then consider play theory and its link to their everyday teaching or program development. It’s not “just” play!

Learning Objectives: 1) Participants will analyze and discuss the connection between play, learning and development. 2) Participants will apply the play theory to their everyday teaching or program development.

*This workshop will also be offered on Saturday afternoon, workshop S14.*

**F19: Live Animals and Small Children**

*Tracks: Healthy & Safe Environments, Teaching & Learning*
*Level: Essential Knowledge & Application*

Michael Clough | Assistant Director at Southern Vermont Natural History Museum | VT Instructor Registry level: Specialist I

We will explore the relationship between children and animals with a specific focus on managing encounters in your back yard, pros and cons of classroom pets. We will discuss the use of live animals to supplement your science activities and in development of social skills and responsibility. Instructor Michael Clough of the Southern Vermont Natural History Museum and Four Winds Nature Institute has been working with children and live animals since 1994 in a variety of venues utilizing animals ranging from pond insects to live wolves and birds of prey.

Learning Objectives: 1) Participants will discuss fears and facts surrounding animals and children. Examples of different levels of interaction and application will be explained and discussed. 2) Participants will demonstrate ways to apply this information (varied ways to utilize animals) in participants varied settings. 3) Participants will predict and prepare for varied difficulties and triumphs connected to live animal experiences.

*Live animals will be part of this presentation. These may include, but are not limited to: frogs, spiders, snakes, and birds of prey.*

*This workshop will also be offered on Saturday morning, workshop S5.*

**F20: Exploring Nature with Five Senses with Project Learning Tree**

*Tracks: Teaching and Learning*
*Level: Introduction/Overview*

Rebecca Phelps | Conservation Education Coordinator for Vermont Department of Forests, Parks and Recreation | VT Instructor Registry level: Specialist II

Explore strategies for engaging in outdoor activities directly applicable to the space you have available at your center or home. Learn more about using your five senses to explore the natural world around you through a sample of hands-on activities integrated to Common Core and Next Generation Science Standards. Receive the Project Learning Tree Early Childhood environmental education guide with almost 100 activities and an accompanying audio CD you can use with children the day after this workshop.

Learning Objectives: 1) Participants will demonstrate understanding of strategies for teaching students outdoors. 2) Participants will create enhancements to their current curriculum using Project Learning Tree materials.
Friday Afternoon — Session III

October 16, 2015 | 3:00pm — 4:30pm

F21: What’s in it For Me to become an Early MTSS Trainer or Coach?

Tracks: Child Development, Teaching & Learning, Professionalism & Program Organization
Level: Essential Knowledge & Application

Jackie Sprague | Agency of Education Early MTSS Trainer & Coach; VAEYC Past President | VT Instructor Registry level: Master

Kate Rogers | Agency of Education Early MTSS Co-Coordinator | VT Instructor Registry Level: Master

Increase your knowledge and skills as a trainer or coach; be an Early MTSS trainer or coach in your community or region as part of an identified state cadre of Early MTSS trainers and coaches! Early MTSS is based on a tiered framework of universal promotion, prevention and intervention that supports early childhood practitioners and families improve early learning, social and emotional well-being and competence for young children birth thru age 8. Early MTSS is delivered through a Train-Coach-Train model which focuses on enhancing learner knowledge, skill and use of evidence based practices at each tier level to fidelity of the model. This on-going model engages program directors, teachers and staff in a cycle of training and coaching that is goal-oriented and leads to positive outcomes for children. Participants will learn what it means to become an Early MTSS trainer or coach as well as hear from coaches and trainers.

Learning Objectives: 1) Participants will describe what the expectations are of becoming a trainer or coach 2) Participants will discuss upcoming training of trainers and potential pilot sites
Calling all Vermont Early Childhood Professionals:

VERMONT INSIGHTS
Communities Connected by Data

SEE the ONLINE DEMONSTRATION
THURSDAY, October 15.

Vermont Insights, a project of Building Bright Futures, is a publicly available online data commons for all Vermonters. It includes a wide range of accurate and reliable data on Vermont communities, its children and families.

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Vermont Insights is being designed and tested in partnership with early childhood professionals and other stakeholders with an eye towards function, content and usability.

LOOK for Vermont Insights at the THURSDAY lunchtime “interest café” table.

Harnessing the power of Vermont communities to improve child and family well-being
S2: PLAY PLACE: Open Ended Art; Enjoying the Process

Tracks: Child Development, Teaching and Learning
Level: Essential Knowledge/Application

Jill Voelz Koppers | Early Childhood Education Mentor & Art Instructor for the League of NH Craftsmen, Hanover | VT Instructor Registry Level: Certified

As educators we understand the value of open ended art but are we all open to it? This workshop is designed to encourage the participant to foster and celebrate the process of artistic exploration and expression in our students. We will examine the value of open ended art projects, identify activities that allow creativity, curiosity, and originality, and explore a variety of materials that can be used in your classroom starting now.

Learning Objectives: 1) Participants will evaluate their personal approach to, attitude toward, and experience with art. 2) Participants will compare and contrast two different methods of teaching art; process focused and product focused. 3) Participants will select at least two activities that could be used in their classroom.

S3: Songs For Circle Time...Or Any Time!

Tracks: Child Development, Teaching & Learning
Level: Introduction / Overview

Hugh Hanley | Circle of Songs With Hugh Hanley | VT Instructor Registry Level: Specialist I

Songs for Circle Time... or Anytime is a hands-on workshop of songs, fingerplays and music activities for adults who sing with young children in educational, library, or arts program settings. It is designed and presented to promote interactive singing and musical play, with an emphasis on developing adult modeling techniques, and instruction and encouragement for those with no musical training. The workshop addresses the important benefits that a young child gains from an active, participatory music/play experience. It provides adult singers with a repertoire of developmentally-appropriate songs, fingerplays, and music activities which have been used with great success in small-group interactive singing. Need some new music activities to rejuvenate your circle time singing sessions? Join us at this participatory workshop and come away with a
photo-illustrated handout of the songs, finger plays, and music activities that you will learn, and techniques that you can use to help make hands-on musical play an enriching, FUN part of your daily early childhood curriculum. Recording devices are welcome.

Learning Objectives: 1) Participants will demonstrate an understanding of how a participatory music experience benefits a young children’s development. 2) Participants will engage in songs, finger plays and music activities for use in the early childhood curriculum.

This workshop will also be offered on Friday afternoon, workshop F15.

S4: The New Licensing Regulations: Overview & Next Steps
Tracks: Professionalism & Program Organization
Level: Essential Knowledge & Application

Christel Michaud | DCF Child Care Licensing Supervisor, Child Development Division | VT Instructor Registry level: Certified

This workshop will provide an overview of the regulation revision process to include current status and how community engagement (inclusion of new laws, community forums, and feedback from experts within the field) was used during development of the new regulations. Next steps will be shared with participants regarding the adoption process of the new regulations, training plans, and implementation time lines to support participants’ ability to plan accordingly. The workshop will conclude with an overview of the structure of the new regulations to assist participants in strengthening initial understanding.

Learning Objectives: 1) Participants will describe the regulation revision process. 2) Participants will understand what to expect during the implementation phase. 3) Participants will discuss the structure of the new regulations.

This workshop will also be offered on Thursday afternoon, workshop T16.

S5: Live Animals and Small Children
Tracks: Healthy & Safe Environments, Teaching & Learning
Level: Essential Knowledge & Application

Michael Clough | Assistant Director at Southern Vermont Natural History Museum | VT Instructor Registry level: Specialist I

We will explore the relationship between children and animals with a specific focus on managing encounters in your back yard, pros and cons of classroom pets. We will discuss the use of live animals to supplement your science activities and in development of social skills and responsibility. Instructor Michael Clough of the Southern Vermont Natural History Museum and Four Winds Nature Institute has been working with children and live animals since 1994 in a variety of venues utilizing animals ranging from pond insects to live wolves and birds of prey.

Learning Objectives: 1) Participants will discuss fears and facts surrounding animals and children. Examples of different levels of interaction and application will be explained and discussed. 2) Participants will demonstrate ways to apply this information (varied ways to utilize animals) in participants varied settings. 3) Participants will predict and prepare for varied difficulties and triumphs connected to live animal experiences.

Live animals will be part of this presentation. These may include, but are not limited to: frogs, spiders, snakes, and birds of prey.

This workshop will also be offered on Friday afternoon, workshop F19.
Saturday Morning — Session I

October 17, 2015 | 10:00am — 12noon

S6: Gardening All Year

Tracks: Teaching and Learning
Level: Essential Knowledge & Application

April Zajko, M.Ed | Preschool Teacher, Concord Elementary School | VT Instructor Registry level: Certified

Are you looking for ways to help children connect to the natural world through gardening, composting, and observing the seasonal changes happening in our local ecosystems? This workshop will explore how to implement a year-round study of plants, using both indoor and outdoor gardening activities. Participants will leave with many ideas for creating engaging learning environments, lists of suggested plants for children, science experiments, tips for sensory explorations, and meaningful ways to get young children growing plants all year!

Learning Objectives: 1) Participants will discuss ways to incorporate both indoor and outdoor gardening concepts into preschool and kindergarten classrooms. 2) Participants will investigate a variety of ways to create engaging learning explorations to teach characteristics of living organisms and local ecosystems.

This workshop will also be offered on Thursday morning, workshop T8.

S7: Reinventing the 3 R’s: Remembering, Respect and Rituals=Relationships

Tracks: Child Development, Teaching and Learning, Families & Communities
Level: Essential Knowledge & Application

Billie Slade | Executive Director at Green Mt Camp and Mentor at Windham Child Care Association | VT Instructor Registry level: Certified

If you are ready to go deeper and explore those intangibles that make a real difference in kids lives over the long haul, this is the session for you! Join us for this highly interactive workshop about helping children make sense of themselves and their place in the world through memories, rituals, and changing our perspectives. This lively session will inspire you to believe that relationships are the real foundation of quality and will spark you to make yours the best they can be.

Learning Objectives: 1) Participants will be able to identify their primary relationships and also which ones might need strengthening within their workplace. 2) Participants will be able to identify 5 rituals in their programs and explain the role those rituals play in their relationships (with children, colleagues, or families). 3) Participants will develop a plan for sharing at least one aspect of their authentic self with the people they spend their days within their program.
Saturday Morning — Session I
October 17, 2015 | 10:00am — 12noon

S8: Outcomes for Families, Children and Teachers of Building a New Home-School Connection: Implementing the ASQ-3 in an Early Childhood Center

Tracks: Professionalism & Program Organization
Level: Essential Knowledge & Application

Andrea Sambrook, M.A. | Director/Owner Annette’s Preschool & The Clubhouse; VAEYC Board Member | VT Instructor Registry Level: Master

Maeghan Booska | Preschool Team Lead at Annette’s Preschool | VT Instructor Registry Level: Not In Registry

Angela Poppy | 0-3 Team Lead at Annette’s Preschool | VT Instructor Registry Level: Not In Registry

This workshop will explore one program’s efforts to improve parents and teachers understanding of children’s growth and learning by implementing a developmental questionnaire (ASQ-3) from birth-5 years. Participants will learn about the opportunities and constraints of implementing a screening tool with young children and families from all perspectives. Participants will work in small groups to use case studies to define the benefits and challenges of using a standardized tool to enhance family engagement, understand child development, and support staff professional learning, confidence and self-efficacy.

Learning Objectives: 1) Participants will explain the role of parent and teacher observations in the child assessment process. 2) Participants will evaluate strategies to optimize full participation in the screening process with both families and teachers. 3) Participants will examine case studies to understand the role that developmental screening can play in building home-school connections.

S9: Infant and Toddler Attachment

Tracks: Child Development
Level: Introduction/Overview

Sharon Adams | Early Childhood Education/Infant Toddler Specialist, New England Head Start Training & Technical Assistance Network; VAEYC Current President | VT Instructor Registry level: Master

Bonding. Attachment. Engrossment. What are the similarities involved with each? What are the differences? We have all heard of the word, attachment—but have we really had a chance to dig deep into this topic to define it, and explore it? We will “dig in” and explore how to help children develop secure attachments through a small group activities, discussion, a video and power point.

Learning Objectives: 1) Participants will discuss the differences and similarities between bonding, attachment, and engrossment. 2) Participants will define attachment.

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LET US DARE
Saturday Afternoon – Combined Sessions II & III
October 25, 2014 | 1:15pm — 4:30pm

Please Note:
Choosing workshop S10, S11, S12, or S13 will satisfy your selection for both time slots on Saturday afternoon.

KEYNOTE PRESENTER SESSION

S26: Hands, Heart & Mind: From Play to Practice: Connecting Teacher’s Play with Children’s Learning

Track(s): Professionalism & Program Organization, Teaching & Learning
Level: Introduction / Overview

Dr. Walter Drew | Institute for Self Active Education & Founder, Founder Reusable Resources Association

Play with stuff! Build your understanding of children’s learning through adult play and reflection on ones own play experience. This play workshop mirrors the way children learn about the world-this is, by constructing knowledge from direct experience. Explore the power of play and creativity in transforming professional practice!

Engage in a series of three unique and enjoyable hands-on solo, partner and cooperative play experiences using a variety of open-ended materials. Practice reflective journaling and work together in collaborative teams to share and stimulate creative thinking and build a sense of community. Draw insight and construct action plans on how to strengthen intentional play-based learning within center and home-based programs. Photos of participants play will be presented as part of the reflective process. Make connections between your play experience and creativity in early math and science skills, social and emotional development, and strategies for communicating with parents about the importance of play in family life, early education and human development.

Learning Objectives: 1) Participants will evaluate approaches to facilitating play as a value added strategy in child development. 2) Participants will apply strategies to facilitate play and meet early learning standards.

This workshop will also be offered on Friday afternoon, workshop F10 and Saturday morning, workshop S1.

S11: Food, Food Culture, and Life Cycles

Tracks: Healthy & Safe Environments
Level: Essential knowledge & application

Jed Norris | Early Education Program Coordinator at Shelburne Farms | VT Instructor Registry level: Certified

Kestrel Plump | Early Education Outreach Facilitator at Shelburne Farms | VT Instructor Registry Level: Not in Registry

Come make some food, eat some food, incorporate life cycles into your farm to plate experience, and have discussion about the role of language in creating a safe food culture in your classroom. This workshop will include hands on work, small and large group discussions, & facilitated protocols.

Learning Objectives: 1) Participants will examine the messages sent through common language used around children and food in the classroom 2) Participants will identify and examine the life cycles of the food we eat (wheat to bread, cow to butter, etc.) 3) Participants will discover new recipes and strategies to involve children in the routine of caring for each other through food.
Saturday Afternoon – Combined Sessions II & III

October 25, 2014 | 1:15pm – 4:30pm

S12: Developmentally Appropriate Practices for Infants and Toddlers
Tracks: Child Development, Teaching & Learning, Families & Communities
Level: Introduction/Overview

Catherine Hagadorn | Director at SVMC Learning Tree | VT Instructor Registry level: Master
Nancy Noel | Center Manager at United Counseling Service, Bennington | VT Instructor Registry Level: Affiliate II

What is Developmentally Appropriate Practice (DAP)? Are you sure you know? Come and join this session and leave with the knowledge of how to apply DAP principles and guidelines in your work with young children and families. Learning Objectives:
1) Participants will be able to identify what developmentally appropriate practice is and is not.
2) Participants will be able to identify how teachers can promote children’s learning, development and goal achievement.
3) Participants will be able to describe teaching practices that are appropriate to children’s age and development status, address the unique needs of children and are responsive to the social and cultural contexts in which children live.

S13: STARS and the Environment Rating Scales
Tracks: Professionalism & Program Organization
Level: Introduction/Overview

Jen Severance | STARS Assessor for STARS at the Mary Johnson Children’s Center | VT Instructor Registry level: Master
Audrey Perry | STARS Assessor for STARS at the Mary Johnson Children’s Center | VT Instructor Registry Level: Not in the Instructor Registry

Each childcare setting has an environmental rating scale that can be used to support your STARS rating in Vermont. In this workshop, we will provide an overview of the various environmental rating scales that are used to assess VT programs and we will look at the process of what happens when a STARS Assessors comes to look at your program. The areas of the scales will be discussed in depth and we will look at how to put together a program improvement plan for your program or classroom. We will explore how programs are scored and look at the different assessment and summary reports that are used. Learning Objectives:
1) Participants will identify key elements of what happens during a STARS Assessor visit and how to prepare for an observation visit.
2) Participants will demonstrate knowledge of the various Environment Rating Scales, including how to score them and use the score to put together a Program Improvement Plan for their program.

This workshop will also be offered on Friday afternoon, workshop F13.
Online Child Care Training

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140+ On Demand professional development modules

- Spanish modules available  
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Go to Vermont Northern Lights Career Development Center (northernlightscdc.org) to see the list of Better Kid Care lessons approved for use in Vermont.

Free online resources

- CDA resources and mentoring
- Resource pages
- Video vodcasts

extension.psu.edu/youth/betterkidcare
Saturday Afternoon — Session II

October 17, 2015 | 1:15pm — 2:45pm

S14: PLAY PLACE: Play 101: Considering Play As Learning
Tracks: Teaching and Learning
Level: Essential Knowledge/Application
Laurel Bongiorno, Ph.D | Dean, Division of Education and Human Studies at Champlain College; VAEYC Past President | VT Instructor Registry Level: Master

Review classic and modern theories of play and play’s essential link to young children’s learning and development. Participants will then consider play theory and its link to their everyday teaching or program development. It’s not “just” play!

Learning Objectives: 1) Participants will analyze and discuss the connection between play, learning and development. 2) Participants will apply the play theory to their everyday teaching or program development.

This workshop will also be offered on Friday afternoon, workshop F18.

S15: Safety With Daring
Tracks: Child Development, Professionalism & Program Organization, Healthy & Safe Environments
Level: Analysis & In Depth Application
Lori Harris | Owner at the Center for Learning, Adventure and Discovery | VT Instructor Registry Level: Master

Children dare to try new things every day; from the baby who reaches for a toy for the first time to the preschooler who climbs up the ladder to the slide for the first time. Removing the hazards is key; finding the balance between safety and daring is the tricky part. Come talk about how to create environments that encourage the inherent risks of childhood and learning yet maintain a level of safety appropriate for the full range of development both outdoors and indoors.

Learning Objectives: 1) Participants will identify ways to support risk taking from a developmental perspective. 2) Participants will reflect on personal and professional values regarding risk and the effect it has on ECE practice. 3) Participants will explore the concept of hazards and the role of the adult.

S16: NEW VELS WORKSHOP WITH JACKIE SPRAGUE
Tracks: Professionalism & Program Organization
Level: Introduction/Overview
Jackie Sprague | Early Childhood Consultant | VT Instructor Registry level: Master

Participants will have the opportunity to see the completed Vermont Early Learning Standards that are from birth to grade three. A guided tour will take place for the whole group with an overview of all domains and components. Small groups will have a treasure hunt to look at a particular domain or age that interests them. There will be a chance to read, ask questions and connect the VELS with developmentally appropriate practice, and use of intentional use of play to support learning and development.

Learning Objectives: 1) Participants will describe the layout of the VELS and how they may best use this tool. 2) Participants will explore one domain of the VELS and connect the components to developmentally appropriate practice and intentional use of play.
Saturday Afternoon – Session II

October 17, 2015 | 1:15pm – 2:45pm

**S17: Shared Services for Early Learning Programs In Vermont**

**Tracks:** Professionalism & Program Organization  
**Level:** Introduction/Overview  

Sharron Harrington | Regional Manager for Bennington, Brattleboro and Rutland Regions, Vermont Birth to Five  
| VT Instructor Registry Level: Certified

Across the nation owners of early learning and development programs, both center and home based, are sharing resources, increasing revenues, and accessing discounted services through Shared Services Networks. This workshop will provide an overview of Vermont’s ECE Shared Resources Website (www.sharedservicesvt.org) which is available to all Vermont programs participating in the Step Ahead Recognition System (STARS), as well as provide an update on the Shared Services Networks across the state. Come and see how you can keep your own business model, philosophy and independence while joining forces with other programs to access experts and resources. Increase Capacity, Save Money, and Save Time! All of which will allow you to focus your attention on the quality of the services you offer to the families and children in your care

Learning Objectives: 1) Participants will describe several resources located on the VT Shared Services website, such as examples of cost savings, program administration and classroom resources, human resources materials and family engagement tools 2) Participants will describe the benefits participating in Shared Services Networks including information sharing, networking and collaboration 3) Participants will analyze how shared services initiatives can improve quality and sustainability of programs through cost savings, time savings, and reallocation of resources to improve child outcomes

*This workshop will also be offered on Thursday afternoon, workshop T19.*

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**S18: Early Childhood Knowledge and Competencies: What Changes Should Be Made**

**Track:** Professionalism & Program Organization  
**Level:** Introduction/Overview  

Nancy Sugarman | Director, Northern Lights Career Development Center | VT Instructor Registry Level: Master

Vermont’s early childhood knowledge and competencies are a foundation for the early childhood professional development system in our state. They frame our career ladder, IPDPs, course objectives, credentials, and what instructors teach. They were last revised in 2008, based in large part on the NAEYC professional development standards. Since then, NAEYC has updated their professional standards and the VT Agency of Education has updated their standards for early childhood teachers, to better align with NAEYC. Come learn about our current early childhood competencies, the NAEYC and the VT Agency of Education professional standards as well as standards in other states. Tell us how Vermont competencies should be updated. Should they align with NAEYC and the Agency of Education? Should they include standards for home visitors? Early Childhood special educators? How else could they be used? We want to hear what you think!

Learning Objectives: 1) Participants will be able to describe the construction and benefits of the current early childhood knowledge and competencies. 2) Participants will identify areas of alignment and difference with other standards and how the early childhood competencies might be changed.
Saturday Afternoon — Session III
October 17, 2015 | 3:00pm — 4:30pm

S19: PLAY PLACE: More and More Manipulatives (Play Place)
Tracks: Teaching and Learning
Level: Introduction/Overview

Beth Peloquin | Early Childhood Consultant affiliated with the University of Vermont, Agency of Education and Champlain College | VT Instructor Registry Level: Master

Exploration with a variety of manipulatives including zoobs, Legos, Magnetiles, dominos, counters, poker chips, colored links, etc. We’ll discover what kind of games, math, literacy and science we can learn with these materials.

Learning Objectives: 1) Participants will generate a number of learning activities with different manipulative materials. 2) Participants will develop strategies on how to use materials that they may not have played with during the workshop through sharing ideas.

S21: Helping Parents Navigate the Special Education System
Tracks: Families & Communities, Advanced Specialized Care
Level: Essential knowledge & application

Angela Timpone | Harvard Law School Mediation Program graduate and HMP mediator; graduate of the University of New Hampshire Family Coaching certificate program, graduate of the Massachusetts Federation for Children with Special Needs Advocacy Program | VT Instructor Registry level: Affiliate I

What is special education? How can you help families navigate the system? Learn how to: refer families to their Local Educational Agency (LEA); describe the needs of the child for proper evaluations; team with the school to service the child; and teach parents to be their child’s best advocate.

Learning Objectives: 1) Participants will describe special education as a system. 2) Participants will recognize and evaluate when to refer a child for testing. 3) Participants will share strategies to teach families how to advocate for services.

S20: Happier at Work: Mindfulness and Meditation to Decrease Stress and Increase Happiness
Tracks: Professionalism & Program Organization
Level: Introduction/Overview

Becky Raymond | Regional Coordinator for Central Vermont Building Bright Futures Council | VT Instructor Registry Level: Certified

We live in a world that never seems to slow down and we all know this is particularly true for early childhood professionals. Research shows us the benefits of gratitude, mindfulness, and meditation for our health and well-being but it seems impossible to find the time to add these practices to our already intensely busy lives. Through group discussions and hands-on practice, this workshop will provide you with a toolkit of strategies to incorporate gratitude, mindfulness and meditation into your daily life without asking you to make huge changes to your daily routine. We will also discuss ways to incorporate gratitude and mindfulness strategies into your work with children.

Learning Objectives: 1) Participants will practice strategies to incorporate gratitude, mindfulness, and meditation into their daily lives. 2) Participants will identify and discuss ways to address barriers to incorporating these strategies into their daily lives.

This workshop is also being offered on Friday morning, workshop F5.

S22: Creating Peace In The Classroom
Tracks: Child Development, Teaching and Learning
Level: Essential Knowledge & Application

Ylan Roy | Early Childhood Consultant and Caregiver | VT Instructor Registry Level: Certified

Conflict is a necessary and valuable part of being human. Growth happens when people learn to listen to different ideas as they work towards a common solution. This workshop will explore experiences and materials which promote the development of a loving preschool community based on working through conflict to find peaceful solutions. Circle time games, the use of a Peace Table, and other ways to develop children’s internal sense of problem solving will be explored in a fun, interactive manner.

Learning Objectives: 1) Participants will discuss the stages of social and emotional development related to conflict resolution. 2) Participants will create a plan to teach peace in their classrooms.

This workshop will also be offered on Friday morning, workshop F4.
Saturday Afternoon — Session III

October 17, 2015 | 3:00pm — 4:30pm

S23: Including Children With Developmental Delays in Your Registered Child Care Home: Resources & Practices

Tracks: Child Development, Professionalism & Program Organization, Advanced Specialized Care

Level: Essential Knowledge & Application

Brenda Schramm | Vermont Birth to Five Mentor and Statewide Program Specialist | VT Instructor Registry Level: Affiliate II

Participants will have the opportunity to learn and explore what it means to welcome a child with developmental delays into their child care home; who can help; the roles and responsibilities of team members; and practices and materials that will lead to success. This session offers Advanced Specialized Care Training Hours.

Learning Objectives: 1) Participants will be able to list who can help and the roles and responsibilities of team members who are involved when you welcome a child with developmental delays into their child care home. 2) Participants will learn about practices and materials that will lead to success when they welcome a child with developmental delays into their child care home.

VCCICC's vision is that high quality child care is available for all Vermont children.

The Vermont Child Care Industry and Careers Council works to enhance the knowledge, skills and status of child care providers.

We offer the Registered Child Care Apprenticeship Program and other professional development activities through collaboration with partners, including the State of VT Child Development Division, the VT Department of Labor, and the Community College of Vermont.

When the apprentice learns new information or new techniques in her college classes, she brings these back to the program and shares them with coworkers. The impact of the learning experiences is not limited to just the apprentice and her group of children and families, but all of the children and families we serve. -Current Apprenticeship Sponsor
The Vermont Association for the Education of Young Children (VAEYC) Conference and Retreat
October 15, 16, & 17, 2015 | To register online visit vaeyc.org | Registration deadlines: Early Bird – Monday, Sept. 1 / Regular – Wednesday, Oct. 1

The Vermont Association for the Education of Young Children (VAEYC) Conference and Retreat

Mail In Registration Form

There is a $10 processing fee for mailed in registrations.
Register online to avoid the $10 processing fee and to know right away if you’re enrolled in the workshops you want.
Register online any time before October 1st at www.vaeyc.org

☐ I am a current VAEYC member. My membership number is: ____________
☐ I am not a current VAEYC member.

Name: ______________________________________________________________________
Title: _______________________________________________________________________
business affiliation: ____________________________________________________________
address: _____________________________________________________________________
city/state/zip: __________________________________________________________________
telephone (required): ___________________________________________________________
email address (required): _______________________________________________________
Help us by indicating your BFIS Quality and Credential Account #: ____________________

Options:
☐ Single-day rate
  before September 1: VAEYC member $75, non-member $125
  after September 1: VAEYC member $95, non-member $145

☐ Two-day rate
  before September 1: VAEYC member $130, non-member $230
  after September 1: VAEYC member $150, non-member $250

☐ Three-day rate
  before September 1: VAEYC member $165, non-member $315
  after September 1: VAEYC member $185, non-member $335

☐ VAEYC Annual Membership Breakfast and Meeting
  Friday October 16, 2015, 7:30-8:30am
$ ________

Mail-in Processing Fee: $10 per registrant
Avoid processing fee by registering online at www.vaeyc.org

$ ________

Enclosed total: $ ____________

Check #: __________________

Mail-in Processing Fee: $10 per registrant

In order to qualify for the VAEYC member rate, you must have a valid membership number. Not yet a member? Go to www.naeyc.org, click on “membership” to join. You can receive a membership number right away.

Please indicate your top 3 workshop choices for each time slot by listing the appropriate corresponding workshop number:

Thursday, October 15 — Session 1
1. ____________________
2. ____________________
3. ____________________

Thursday, October 15 — Session 2
1. ____________________
2. ____________________
3. ____________________

Thursday, October 15 — Session 3
1. ____________________
2. ____________________
3. ____________________

Friday, October 16 — Session 1
1. ____________________
2. ____________________
3. ____________________

Friday, October 16 — Session 2
1. ____________________
2. ____________________
3. ____________________

Friday, October 16 — Session 3
1. ____________________
2. ____________________
3. ____________________

Saturday, October 17 — Session 1
1. ____________________
2. ____________________
3. ____________________

Saturday, October 17 — Session 2
1. ____________________
2. ____________________
3. ____________________

Saturday, October 17 — Session 3
1. ____________________
2. ____________________
3. ____________________

Registrations that are not accompanied by full payment will not be processed until payment is received (excluding school districts who submit a valid P.O.)