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READY FOR LIFE

2022

**EARLY CHILDHOOD
SUMMER INSTITUTE**



TEXAS SCHOOL READY™

———— Corpus Christi, Texas ————

Program of Events

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WELCOME

APRIL CRAWFORD



Dear friends and colleagues,

Welcome to Corpus Christi! We are delighted to be hosting the TSR Institute again, and especially in person after the past two years have challenged and inspired us to support each other and the children in our classrooms.

This year Dr. Roberta Golinkoff will kick off the Institute with her keynote, “Re-imagining Education: Why Playful Learning Wins.” From our founding almost 20 years ago, CLI has promoted “playful, planful, and purposeful” experiences for young children. We’re grateful that Dr. Golinkoff will be joining us again this year to share the latest research. Throughout the next 3 days at the Institute, our presenters will be offering engaging sessions for early childhood administrators, teachers, and specialists to continue expanding your professional growth.

This year, we’ll be using the Texas Early Childhood Professional Development System, or TECPDS, to award certificates for the Institute and help you continue to build your personal early childhood career profile in the Texas Workforce Registry. Also this year, the Institute is happy to welcome early childhood specialists joining us for the Texas Infant-Toddler Specialist Network Summit. Be sure to visit these booths in the exhibit area to learn more about these programs and much more!

We hope this year’s Institute brings you new connections, fresh knowledge, valuable resources, and inspiring perspectives to your work. Have a great week!

Best regards,

A handwritten signature in cursive script that reads "April Crawford".

April Crawford, Ph.D.
Co-Director, Children’s Learning Institute
Director of CLI State Initiatives

WHAT WILL YOU BRING HOME FROM THE TSR INSTITUTE?

**New
Connections**
that expand your
professional
network

Knowledge
that can drive
innovation and
advance your
practice

Resources
that can support
your goals and
enhance the quality
of your work

**New
Perspectives**
from other
professionals in
your field

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SCHEDULE OF EVENTS

TUES	4:00pm-7:30pm	Registration Desk Open
WEDNESDAY	7:00am-5:00pm	Registration Desk Open
	8:00-9:30am	Opening Keynote
	10:00-11:30am	Interest Session 1
	11:30am-1:00pm	Lunch on Your Own
	1:00-2:30pm	Interest Session 2
	3:00-4:30pm	Interest Session 3
	8:00-10:00pm	TSR Beach Bash! Corpus Christi C
THURSDAY	7:30am-5:00pm	Registration Desk Open
	8:00-9:30am	Interest Session 4
	10:00-11:30am	General Plenary
	11:30am-1:00pm	Lunch on Your Own
	1:00-2:30pm	Interest Session 5
	3:00-4:30pm	Interest Session 6
FRI	7:30am-12:00pm	Registration Desk Open
	8:00-9:30am	Interest Session 7
	10:00-11:30am	Closing Keynote

ITSN Specialist
Summit

Exhibit Hall Hours

WED
8AM-5PM

THURS
8AM-5PM

FRI
8AM-12PM



Texas School Ready (TSR) is a comprehensive early childhood teacher training program that combines a research-based, state-adopted curriculum with ongoing professional development and progress monitoring tools. Teachers from child care centers, Head Start programs, and public school prekindergarten participate in TSR. Throughout the school year, teachers enrolled in TSR are provided tools to help them learn more about the specific instructional needs of the children in their classrooms and how to support children using engaging lessons and activities. The new skills and techniques that teachers learn through TSR positively affect the classroom experience for children.

TSR is implemented by the State Center for Early Childhood Development at the Children's Learning Institute at The University of Texas Health Science Center at Houston.



2022 TSR INSTITUTE LEADERSHIP COMMITTEE

Jennifer Lindley, Event Chair
LaShonda Brown-Hollins, Event Advisor
Reese-Anna Cummins, Programming
Miguel Gallegos, Scholarships & Logistics
Jane Gurley, Logistics
Michael Gonzalez, Exhibits & Sponsors
Tracy Jones, Programming & TECPDS
Sarah Lancaster, Logistics & Exhibits
Whitney Nestlehut, Programming & Scholarships
Luis Rodriguez, Logistics

Lisa Perronne, Communications
Stephanie Sessions, Logistics
Melisa Smith, ITSN Programming
Yingchu Velasquez, Finance
Jasmine Wiggins, Programming
Mel Ply, Programming
Anna Burton, ITSN Programming

*And a special thank you to Texas AEYC
on-site volunteers and CLI staff who are
supporting the TSR Institute!*

FEATURED SPEAKERS



Opening Keynote

AT THE INSTITUTE:

*Re-imagining Education:
Why Playful Learning Wins*
Wednesday, 8–9:30 am

ROBERTA GOLINKOFF

Roberta Michnick Golinkoff, PhD, is the Unidel H. Rodney Sharp Professor of Education, Psychology, and Linguistics at the University of Delaware and runs the Child's Play, Learning, and Development laboratory. She has received numerous awards for her contributions to developmental science, including the 2017 Society for Research in Child Development's Distinguished Scientific Contributions Award. Funded by federal agencies, she has written 16 books and monographs. Passionate about the dissemination of psychological science for improving our schools and families' lives, she and Kathy Hirsh-Pasek (her long standing collaborator) wrote, *How Babies Talk* (Penguin/Dutton) and *Einstein Never Used Flash Cards* (Rodale). Their latest book is *Becoming Brilliant: What Science Tells Us About Raising Successful Children* (APA Press). She can be followed through her blogs in the Huffington Post, the Brookings Institute, and on Twitter at @KathyandRo1.



Plenary

AT THE INSTITUTE:

*Mindfulness for Teachers
During Difficult Times:
Building Resilience with
Compassionate Teaching*
Thursday, 1–2:30 pm

PATRICIA JENNINGS

Patricia (Tish) Jennings is an internationally recognized leader in the fields of social and emotional learning and mindfulness in education and Professor of Education at the School of Education and Human Development at the University of Virginia. Her research places a specific emphasis on teacher stress and how it impacts the social and emotional context of the classroom, as articulated in her highly cited theoretical article "The Prosocial Classroom." She is currently the Principal Investigator of Project CATALYZE, a study that will examine whether CARE enhances the effectiveness of a social and emotional learning curriculum, funded by an Education Innovation Research grant from the US Department of Education. A member of the National Academy of Sciences Committee on Fostering Healthy Mental, Emotional, and Behavioral Development among Children and Youth, she was awarded the Cathy Kerr Award for Courageous and Compassionate Science by the Mind & Life Institute in 2018 and recently recognized by Mindful Magazine as one of "Ten Mindfulness Researchers You Should Know." She is the author numerous peer-reviewed journal articles and chapters and several books. Her latest book, *Teacher Burnout Turnaround: Strategies for Empowered Teachers*, was released in December 2020.

FEATURED SPEAKERS



JENNIFER NEITZEL

AT THE INSTITUTE:

Implementing Culturally Responsive Anti-Bias Practices in Early Childhood Programs

Thursday, 3–4:30 pm

Jen started her career in early childhood education over 20 years ago in the classroom teaching young children with significant behavioral challenges in Pittsburgh, PA. For 20 years, Jen worked at the FPG Child Development Institute at UNC-Chapel Hill as a student, teacher, researcher, and technical assistance provider. Through her experiences in school-based settings and her long commitment to social justice, Jen became keenly focused on promoting educational equity, particularly related to systems level change. Currently, Jen provides school systems and communities with support in addressing trauma, improving behavior management practices, as well as understanding implicit bias and its role in educational practices. Most recently, Jen has begun working with local activists and advocates to help empower community members to become agents of change through a community organizing approach.



Closing Keynote

AT THE INSTITUTE:

Music and Movement: Bringing JOY to Learning while Building Muscles in Young Brains

Friday, 10–11:30 am

Mike Longoria, a.k.a. Dr. Mike, has a PhD in early childhood education and has 25 years of early childhood experience in the capacity as a pre-k, kindergarten, and special education teacher, Head Start administrator, university professor, independent consultant, curriculum developer, and recording artist. Dr. Mike has keynoted state and national early childhood conferences and has also conducted professional development for childcare providers, Head Start, pre-k, and kindergarten teachers across the country. Dr. Mike's passion, knowledge, and innovative approach to early childhood education makes learning what it should be—fun and exciting—but most importantly, it meets the needs of ALL children.

MIKE LONGORIA

CLI FACULTY SPEAKERS



TRICIA ZUCKER

Dr. Tricia Zucker is the Co-Director, Children's Learning Institute and awardee of the Harriet And Joe Foster Distinguished Professorship. Dr. Zucker's research interests include early identification and prevention of reading disabilities, evidence-based curriculum and instruction, effective use of technology for learning, family- and school-based interventions, and early childhood assessment. She is an expert in early literacy and language development, including development of inferential language skills. Her research focuses on children who are at-risk for learning disabilities.

AT THE INSTITUTE:

Building classroom community through interactive read alouds and serve-and-return conversations in the classroom

Friday, 8–9:30 am



YOONKYUNG OH

Dr. Oh has expertise in education and prevention science with specific training and interest in two lines of interconnected research around social and emotional development. Dr. Oh is also an expert in the application of quantitative methods to educational research, with particular focus on rigorous and innovative statistical approaches that might better address causal relationships and provide more rigorous scientific evidence to guide educational programs, practices, and policies. She has significant experience in various research designs including randomized-experimental, quasi-experimental, and longitudinal research designs, as well as a wide range of statistical methods including person-centered approaches, multilevel modeling, structural equation modeling, and various longitudinal data analysis methods.

AT THE INSTITUTE:

Social and emotional development in young children

Thursday, 3–4:30 pm

CLI FACULTY SPEAKERS



CATHY GUTTENTAG

Dr. Cathy Guttentag is a licensed clinical child psychologist and an Associate Professor of Pediatrics at the Children's Learning Institute. She received her M.S. and PhD degrees in clinical child psychology from Pennsylvania State University, and completed a post-doctoral fellowship at Texas Children's Hospital. Dr. Guttentag works with the TSR team to create professional development training resources for early childhood teachers. She also conducts research on parenting interventions and has presented at national and state conferences. In addition, Dr. Guttentag provides developmental evaluations to infants and children referred for concerns about autism and other developmental disorders at The UT Physicians Pediatric Center for Autism and Related Conditions.

AT THE INSTITUTE:

"Teacher, Teacher, What do you see?" The power of observations and meaningful assessments in infant and toddler classrooms

Thursday, 8–9:30 am



KELLY VAUGHN

During her graduate training, Dr. Vaughn's research focused on how the brain supports language and cognition in adult bilinguals and monolinguals. She then received postdoctoral training in pediatric neuroimaging under the mentorship of Dr. Dana DeMaster.

Dr. Vaughn's research is broadly focused on supporting the development of bilingual children. She is interested in the neural underpinnings of typical and atypical language development and the relationship between language development and cognitive development for bilingual children.

AT THE INSTITUTE:

Managing Lasting Stress

Wednesday 1–2:30 pm

SESSIONS

ROOM	KEYNOTE	SESSION 1	SESSION 2	SESSION 3	SESSION 4
	Wed, 8am	Wed, 10–11:30am	Wed, 1–2:30pm	Wed, 3–4:30pm	Thu, 8–9:30am
Ballroom A	OPENING KEYNOTE IN NUECES: Re-imagining Education: Why Playful Learning Wins by Dr. Golinkoff	When Children Bite, What's Next?	Come Read with Me: Promoting Early Literacy Development in a Dual Language Environment	Preventing and Responding to Challenging Behaviors	Teacher, Teacher, What Do You See?' The Power of Observations and Meaningful Assessments in Infant and Toddler Classrooms*
Ballroom B		The 3 'C's of Early Number Knowledge: Counting, Comparing, and Cardinality	Read Aloud: Setting the Purpose and Questioning Strategies	Play is Not a Bad Word	Do You Hear What I Hear-Phonological Awareness
Ballroom C		Training Outside the Box: Leveraging the Core Competencies for Trainers to Support Creative Ideas for Offering Teacher Trainings*	Fostering Reflective Thinking*	CIRCLE Time: Why should we, and How do we... plan BEYOND the Calendar?	Helping Parents Help Kids Love Math: Math-Positive Games and More!
Nueces A		Developmentally Appropriate Practices (DAP) with an Equity Lens	Managing Lasting Stress	Updates to the Texas Trainer Registry*	Successful Family Engagement Strategies During a Pandemic
Nueces B		Responsive Caregiving: The Infant/Toddler Teacher's Key to Success	What Lens Do You Use? Understanding Biases	Move It On Out!	Making the Most of the Workforce Registry Tools
		* denotes ITSN Summit Suggested Sessions			

OVERVIEW

PLENARY		SESSION 5	SESSION 6	SESSION 7	KEYNOTE	ITSN SUMMIT
Thu, 10am		Thu, 1–2:30pm	Thu, 3–4:30pm	Fri, 8–9:30am	Fri, 10am	Fri, 8–11:30am
PLENARY IN NUECES: Mindfulness for Teachers During Difficult Times: Building Resilience with Compassionate Teaching by Dr. Jennings*	Know It to Grow It: Unveiling the Latest Brain Science to Boost Language Development Through Early Talk	Strategies for Promoting Positive Social and Emotional Development in Infants and Toddlers*		CLOSING KEYNOTE IN NUECES: Music and Movement: Bringing JOY to Learning while Building Muscles in Young Brains by Dr. Mike	Ballroom A 8:00 -8:30 Welcome: Prepare Mind and Body for Summit	
	How to Prepare Early Childhood Portfolios for Preschoolers	Trauma and Social Emotional Distress- How Do We Support Our Children and Teachers?	Understanding and Supporting Special Needs Children in Early Childhood		8:30 - 9:00am Keynote	
	In Conversation: Discussing Tips and Suggestions for Effective Virtual Trainings with the Internal ITSN Specialists*	Come Play with Me: Play as a Relationship Nurturing Experience in the Early Childhood Classroom	Pairing Social and Emotional Development Between School and Home		9:00 -10:00 Round Table Discussions/ Debrief/Break	
	Culturally Responsive Practices in Early Childhood Education	Social and Emotional Development in Young Thildren	Building Classroom Community Through Interactive Read Alouds and Serve-and-Return Conversations in the Classroom		10:00- 11:00 Small Group Discussions/ Debrief	
	Prekindergarten Partnership Expansion	Implementing Culturally Responsive Anti-Bias Practices in Early Childhood Programs	Llama Llama, Knuffle Bunny, Pete the Cat, Pigeon, and More!: Using Children’s Literature to Develop the Whole Child		11:00 -11:15 Action Item	
	* denotes ITSN Summit Suggested Sessions				11:15-11:30 Closing	

FORMAT OF SESSION DESCRIPTIONS

We’ve packed a lot of information into the following pages to help you choose the best presentations that will fit your needs and maximize your time at the TSR Institute. Using the guide below, we recommend a quick review of how the interest session descriptions are presented and categorized. Remember that sessions tend to fill up quickly, so always have a backup session ready!

TEACHER, TEACHER, WHAT DO YOU SEE?” ← PRESENTATION TITLE
THE POWER OF OBSERVATIONS AND
MEANINGFUL ASSESSMENTS IN INFANT
AND TODDLER CLASSROOMS

Cathy Guttentag • NUECES A ← Presenter Name(s) & SESSION LOCATION



Skillful infant and toddler teachers are great observers of children’s behaviors, and they use those observations to document



The ticket icon indicates a session presented by a featured speaker or CLI faculty.

children’s skills, monitor their progress over time, and create play-based learning experiences. In this session we will dive into the heart of Texas Core Competency Area 5: Observation and Assessment by reviewing the purposes of observation and assessment, practicing using the CLI Developmental Checklists, and using toys and other materials to create natural opportunities to assess children’s development.

← Presentation Description. *Some sessions may include an italicized note about the length of the session or its repeating.*

Best fit for: Infant & Toddler Teachers ← Target Audience

Family & Community Partnerships ← Topic Area of Presentation

The TSR Institute includes sessions for teachers/classroom staff, administrators/directors, and specialists (coaches, mentors, trainers, etc) who work with young children. Look for the target audience to find sessions aligned to your current or future work.

Ready to get started? Full session descriptions can be found on the following pages. ►

opening session

WEDNESDAY

8-9:30AM

RE-IMAGINING EDUCATION: WHY PLAYFUL LEARNING WINS

Roberta Golinkoff • NUECES FULL



Wouldn't it be remarkable if we taught the way brains learn? This talk will take us on a journey into how education could be re-imagined to increase children's learning as well as teachers' enjoyment in the classroom. It will describe the HOW of learning – the 6 learning principles that show how children learn best – and the WHAT of learning – the 6 C's skills [collaboration, communication, content, critical thinking, creative innovation, and confidence] children need for success in their professional and personal lives in the 21st century. Re-imagining education can create a change in "educational mindset" (rather than in curriculum) and can improve student outcomes on both standardized tests and those essential 21st-century skills. This is not a pipe dream; the 6 C's approach is being implemented and we will describe the evidence thus far.

Best fit for: ALL

Child Growth and Development; Responsive Interactions, and Guidance

interest session 1

WEDNESDAY

10-11:30AM

WHEN CHILDREN BITE, WHAT'S NEXT?

Jerri Thompson • BALLROOM A

Biting is a behavior that stirs many emotions in both children and adults. During this training individuals will gain a clearer understanding of the many reasons children bite and how to resolve the behavior.

Best fit for: Infant & Toddler Teachers

Responsive Interactions and Guidance

THE 3 'C'S OF EARLY NUMBER KNOWLEDGE: COUNTING, COMPARING, AND CARDINALITY

Brian Mowry • BALLROOM B

Counting, comparing sets, and understanding that numbers tell "how many" (cardinality) are the cornerstones to young children's early number acquisition. This session focuses on how these skills intersect and progress within a research-based continuum that is useful for helping preschool teachers assess what children know about numbers and differentiate instruction accordingly. Participants will view videos of children engaging in number activities and walk away from the session with strategies and activities for teaching number skills.

Best fit for: Pre-K & K Teachers, Administrators, Directors, and Specialists (Coaches/Mentors/Trainers)

Child Growth and Development; Responsive Interactions and Guidance; Supporting Skill Development

interest session 1

WEDNESDAY

10-11:30AM

TRAINING OUTSIDE THE BOX: LEVERAGING THE CORE COMPETENCIES FOR TRAINERS TO SUPPORT CREATIVE IDEAS FOR OFFERING TEACHER TRAININGS

Anna Burton & Natalie Garcia • BALLROOM C

During the session, specialists will explore ways to think outside the box to support teachers with interactive trainings that go beyond PowerPoint and lectures. We will dive deep into the Core Competencies for Trainers and think about meaningful and creative ways to engage audiences and support adult learning. We believe in practicing what we preach, so get ready to have fun and engage with other specialists to gain practical skills to expand your training toolkit.

Best fit for: Specialists (Coaches/Mentors/Trainers)

Establishing and Maintaining an Effective Organization; Training Delivery and Methodologies that Facilitate Learning

DEVELOPMENTALLY APPROPRIATE PRACTICES (DAP) WITH AN EQUITY LENS

Prerna Richards • NUECES A

We all know that DAP practices provide optimal growth and development for children but without equity in place, all children cannot thrive. We'll introduce practical, effective, and easy adjustments to intentionally implement in classrooms and programs making them more inclusive and equitable for all children. The early years form the sense of self-identity which is critical for children's ability to be active learners. Educators who are culturally, linguistically, and equitably trained can provide the best foundation for young children. Following this class, teachers and staff will have gained a renewed understanding of how to create environments where all children can grow up to have pride, self-esteem, and confidence.

Best fit for: ALL

Implementing a Developmentally Appropriate Curriculum and Environment

RESPONSIVE CAREGIVING: THE INFANT/TODDLER TEACHER'S KEY TO SUCCESS

Whitney Nestlehut • NUECES B

This session will discuss the importance of meeting children's needs through responsive caregiving, as well as how to use the responsive caregiving cycle in infant and toddler classrooms. Discuss common signals and behaviors from infants and toddlers, as well as strategies to help caregivers meet children's needs.

Best fit for: Infant & Toddler Teachers, Administrators, and Directors

Responsive Interactions and Guidance

interest session 2

WEDNESDAY

1-2:30 PM

COME READ WITH ME: PROMOTING EARLY LITERACY DEVELOPMENT IN A DUAL LANGUAGE ENVIRONMENT

Diana Avila • BALLROOM A

In this training we will explore a few literacy-building strategies you can implement in your classroom to support dual language learners as they build life-long reading skills. Learn strategies to help you connect literacy and expose young children enthusiastically to all types of print.

Best fit for: Infant & Toddler Teachers

Supporting Skill Development; Diversity and Dual Language Learners

READ ALOUD: SETTING THE PURPOSE AND QUESTIONING STRATEGIES

Lydia Zarate & Melissa Ply • BALLROOM B

Participants will learn to set the purpose for a read aloud by asking a question before reading and developing questions that will guide comprehension. Participants will do this by exploring the Before, During, and After a Read Aloud portion of the CIRCLE Classroom Observation Tool, use question stems to create questions using a reading selection, and connect their questions to the CIRCLE Classroom Observation Tool.

Best fit for: Pre-K & K Teachers, Administrators, Directors, and Specialists (Coaches/Mentors/Trainers)

Supporting Skill Development

FOSTERING REFLECTIVE THINKING

Maram Ahmed & Sheri Harris • BALLROOM C

As specialists' our role during reflection is to help guide conversations so that practitioners develop skills to independently reflect on their practice, verbalize their own areas of improvement, and generate next steps. If you are interested in learning how to lead a reflective conversation with a practitioner, join our session! Together we will list and identify the reflective thinking competencies and design a framework that can help improve the quality of your practices.

Best fit for: Specialists (Coaches/Mentors/Trainers)

Establishing and Maintaining an Effective Organization; Training Delivery and Methodologies that Facilitate Learning

MANAGING LASTING STRESS

Kelly Vaughn • NUECES A



The COVID-19 pandemic has introduced new experiences and stressors for early childhood professionals, the children in their care, and the families they serve.

In this session, Dr. Vaughn will present data from a COVID-19 survey that collected information from ECE professionals with TECPDS accounts at several times beginning in Spring 2020 to learn about pandemic impacts on the workforce, including stress. Then, we will discuss ways to manage lasting stress and continue supporting the children in your classroom.

Best fit for: ALL

Responsive Interactions and Guidance



**Texas Early Childhood
Professional Development System**

Need help with your TECPDS account? Visit our booth by registration and get help immediately from a member of the TECPDS team.



interest session 2

WEDNESDAY

1-2:30 PM

WHAT LENS DO YOU USE? UNDERSTANDING BIASES

Lisa Taylor-Cook & Joanne Baham • NUECES B

This session relates to diversity, equity, and inclusion by focusing on personal biases that may influence interactions within the classroom and work environment. We will discuss the importance of self-reflection, how biases can influence behavior, and view situations from multiple perspectives. Each person is impacted by their past experiences that influence them as a professional. Through interactive scenarios participants will evaluate the different lenses they use in situations that shape their interactions with children, parents, and coworkers. Then strategies we learn will be developed for creating change to meet the needs of all.

Best fit for: Pre-K & K Teachers, Administrators, Directors, and Specialists (Coaches/Mentors/Trainers)

Diversity and Dual Language Learners; Family and Community Relationships

interest session 3

WEDNESDAY

3-4:30 PM

PREVENTING AND RESPONDING TO CHALLENGING BEHAVIORS

Nicole Carrington & Neatrice Russell •

BALLROOM A

In this training, participants will explore four challenging behaviors and reflect on how to implement positive strategies in the classroom.

Best fit for: Infant & Toddler Teachers

Responsive Interactions and Guidance

PLAY IS NOT A BAD WORD

Francisco Razo & Carol Olate • BALLROOM B

Many times we hear the expression, “You need to stop playing and do your work.” In this session, participants will develop their understanding of the importance of play for young children’s learning and development. They will learn different ways to implement play as a learning tool in their classrooms and commit to implement one playful activity in the future.

Best fit for: Pre-K & K Teachers

Child Growth and Development; Supporting Skill Development

CIRCLE TIME: WHY SHOULD WE, AND HOW DO WE...PLAN BEYOND THE CALENDAR?

Heather Brenton & Jenna Cruz • BALLROOM C

Why is circle time important? How long should it last? What should be included during circle time? How do I keep the children engaged? Let’s explore the why, and the how, of adding deeper content to Circle Time. You will come with questions you didn’t even realize you needed to ask, and leave with practical ways to enrich your circle time. Join us and see WHY should we, and HOW do we...plan BEYOND the Calendar!

Best fit for: Pre-K & K Teachers, Administrators, Directors, and Specialists (Coaches/Mentors/Trainers)

Learning Environments, Planning Framework, Curriculum, and Standards

interest session 3

WEDNESDAY

3-4:30 PM

UPDATES TO THE TEXAS TRAINER REGISTRY

Tracy Anne Jones • NUECES A

The Texas Trainer Registry has exciting changes coming soon! Join us at this session to learn about these updates. These changes will impact your current account, and we will discuss how you can prepare and get ready for your next renewal.

Best fit for: Specialists (Coaches/Mentors/Trainers)

Professionalism and Ethics

MOVE IT ON OUT!

Marlyn Kramer • NUECES B

How high can I swing? Is grass hard? How does mud feel? The questions go on and on...and spending time outside is the best way to answer them! Through outdoor time, children have the opportunity to develop motor skills, experience risk-taking, practice problem solving, and discover STEM learning. This fun-filled workshop will help teachers understand the importance of outdoor time and provide ideas that can be immediately implemented in their classroom!!

Best fit for: Pre-K & K Teachers, Administrators, and Directors

Learning Environments, Planning Framework, Curriculum, and Standards

TEXAS ITSNI Infant-Toddler Specialist Network

THE TEXAS ITSNI WELCOMES SPECIALISTS ACROSS DIFFERENT TYPES OF AGENCIES AND ACROSS ALL REGIONS OF TEXAS TO PARTICIPATE IN ITSNI TRAININGS AND NETWORKING ACTIVITIES.

PARTICIPATION IN THE ITSNI

Examples of specialists include Texas Rising Star mentors, Early Head Start specialists, Texas School Ready coaches, Early Childhood Intervention specialists, and private trainers. Any specialist is able to join the network's online webinars and professional learning communities listed on the specialist training calendar.

To stay in touch with ITSNI and learn about upcoming training opportunities, be sure to sign up for our newsletter! If you are a specialist, teacher, director, or run an infant-toddler program, consider joining the Infant-Toddler Specialist Network. You'll get exclusive access to trainings, professional learning communities (PLCs), and so much more! Visit us in the exhibit area or scan the QR Code to learn more about our Teacher (for teachers, directors, and infant-toddler programs) or Specialist (coaches and mentors) programs:



interest session 4

THURSDAY

8-9:30AM

‘TEACHER, TEACHER, WHAT DO YOU SEE?’ THE POWER OF OBSERVATIONS AND MEANINGFUL ASSESSMENTS IN INFANT AND TODDLER CLASSROOMS

Cathy Guttentag • BALLROOM A



Skillful infant and toddler teachers are great observers of children’s behaviors, and they use those observations to document children’s skills, monitor their progress over time, and create play-based learning experiences. In this session we will dive into the heart of Texas Core Competency Area 5: Observation and Assessment by reviewing the purposes of observation and assessment, practicing using the CLI Developmental Checklists, and using toys and other materials to create natural opportunities to assess children’s development.

Best fit for: Infant & Toddler Teachers

Observation and Assessment

DO YOU HEAR WHAT I HEAR- PHONOLOGICAL AWARENESS

Catherine Mendoza & Kattya Barrera • BALLROOM B

Do you have a difficult time engaging children in phonological awareness activities throughout the day? Join us as we explore books, hands-on activities, and the use of CLI Engage to strengthen your phonological awareness teaching.

Best fit for: Pre-K & K Teachers

Learning Environments, Planning Framework, Curriculum, and Standards

HELPING PARENTS HELP KIDS LOVE MATH: MATH-POSITIVE GAMES AND MORE!

Carrie Cutler • BALLROOM C

Turn timid parents into engaged partners with simple take-home games, family math night activities, and encouraging books and videos that make every parent a math-positive partner.

Best fit for: Pre-K & K Teachers

Family and Community Relationships

SUCCESSFUL FAMILY ENGAGEMENT STRATEGIES DURING A PANDEMIC

Terri Bledsoe & Elizabeth Diaz • NUECES A

Family engagement is a mutual responsibility of families, school, and communities to build relationships to support student learning and achievement and family well-being. In this training, we will introduce the many family engagement resources available on CLI Engage and discuss how infant and toddler teachers can use them to continue to support and encourage family engagement during this unprecedented time.

Best fit for: Infant & Toddler Teachers, Administrators, and Directors

Responsive Interactions and Guidance



Need help with your CLI Engage account? Visit our booth in the exhibit area and get help immediately by a member of the CLI Engage support team.



interest session 4

THURSDAY

8-9:30AM

MAKING THE MOST OF THE WORKFORCE REGISTRY TOOLS

Tracy Anne Jones • NUECES B

Have you heard about the Texas Workforce Registry, but wondered how it could help you in your work. Come by and learn about the features available on your TECPDS account, the benefits of using the Texas Workforce Registry tools, and how they can be used to support early childhood professional development.

Best fit for: Home-Based Care, Preschool, Infant, & Toddler Teachers, Administrators, Directors, Coaches, and Mentors

Professionalism and Ethics; Human Resource Leadership and Development

plenary

THURSDAY

10-11:30AM

MINDFULNESS FOR TEACHERS DURING DIFFICULT TIMES: BUILDING RESILIENCE WITH COMPASSIONATE TEACHING

Patricia Jennings • NUECES FULL



Resilience is the capacity to successfully adapt to challenging situations without long-term negative effects, and today our students and teachers need resilience more than ever. Research shows that mindful awareness and compassion practices promote the cognitive and emotional strengths we need to build and maintain resilience and thereby create the conditions for learning.

Developmentally appropriate mindfulness and compassion practices can also be introduced to students to support social and emotional learning. Dr. Jennings will present this research and present simple, easy to use mindfulness, compassion and emotion skills proven to enhance resilience and promote well-being.

Best fit for: ALL

Child Growth and Development; Responsive Interactions and Guidance; Human Resource Leadership and Development

CIRCLE PRE-K CURRICULA

The digital version of the CIRCLE Pre-K Curriculum and Currículo CIRCLE de prekindergarten are available for free to Texas public school teachers. The online curriculum provides valuable digital features like videos, professional development resources, and direct links to family engagement activities. Some teachers may also appreciate having hard copies of the curriculum to reference when implementing lessons. Printed curriculum materials can be purchased separately and are available in English or Spanish. Visit our booth in the exhibit area or scan the QR code to learn more.



KNOW IT TO GROW IT: UNVEILING THE LATEST BRAIN SCIENCE TO BOOST LANGUAGE DEVELOPMENT THROUGH EARLY TALK

Colleen Tracy Haddad • BALLROOM A

Research confirms conversational turns play a significant role in early brain development; linked to brain structure and function, reading skills, IQ scores, socioemotional development, and executive functioning. The challenge, according to LENA's Inside Early Talk report 1 in 5 children in childcare settings spend their days in language isolation. In this session, we will explore the early talk research, dive into early care language data, and present simple strategies that will inform daily practice.

Best fit for: Pre-K, K, Infant, & Toddler Teachers, Administrators, Directors, and Specialists (Coaches/Mentors/Trainers)

Child Growth and Development; Responsive Interactions and Guidance

HOW TO PREPARE EARLY CHILDHOOD PORTFOLIOS FOR PRESCHOOLERS

Beverly Ashley • BALLROOM B

Through meaningful and detailed documentation a portfolio can provide much insight on the progress of a preschool child. The portfolio can be a showcase of what a child knows intellectually, socially, and even gain insight into how a child thinks about the world around them. A well prepared portfolio will certainly benefit preschool childcare professionals in their planning of lessons and activities. They will be excited to have a child from your classroom.

Best fit for: Pre-K & K Teachers

Observation and Assessment

IN CONVERSATION: DISCUSSING TIPS AND SUGGESTIONS FOR EFFECTIVE VIRTUAL TRAININGS WITH THE INTERNAL ITSN SPECIALISTS

Anna Burton • BALLROOM C

Have you ever wondered how to make your virtual trainings meaningful and engaging? The internal Infant and Toddler Specialist Network team will be facilitating a panel discussion on what has worked for them when facilitating virtual training and coaching sessions. Expect time for Q & A and a walk-through of Padlet, Mentimeter, and some practical ways to use zoom during the presentation.

Best fit for: Specialists (Coaches/Mentors/Trainers)

Establishing and Maintaining an Effective Organization; Training Delivery and Methodologies that Facilitate Learning

CULTURALLY RESPONSIVE PRACTICES IN EARLY CHILDHOOD EDUCATION

Natalie Flores • NUECES A

This presentation will focus on introducing the concept of Culturally Sustaining Pedagogy (CSP), and guide educators in using its framework to explore identity affirmation of young children. Special attention will be given to concepts such as race, gender, class, and ability. Participants will explore the many pathways they can take to leverage CSP through use of affirming language, behavior, and practices. With deep understanding and successful implementation, educators will have the skills to create authentic, inclusive classroom environments.

Best fit for: Pre-K, K, Infant, & Toddler Teachers, Administrators, Directors, and Specialists (Coaches/Mentors/Trainers)

Diversity and Dual Language Learners; Family and Community Relationships

interest session 5

THURSDAY

1-2:30PM

PREKINDERGARTEN PARTNERSHIP EXPANSION

Stephanie Bonnet-Kramer & Kisa Nichols • NUECES B

The expansion of Prekindergarten (pre-K) Partnerships is underway with the support of locally employed Texas Workforce Commission (TWC) staff across the state. TWC Pre-K Partnership Specialists work directly with school districts/charter schools and child care programs to engage them in partnership opportunities. Engagement will be based on local needs and can include: educating potential partners, matching potential partners, brokering discussions between partners, providing peer learning opportunities, and documenting efforts in a centralized data management system.

Best fit for: Administrators & Directors

Establishing and Maintaining an Effective Organization

interest session 6

THURSDAY

3-4:30PM

STRATEGIES FOR PROMOTING POSITIVE SOCIAL AND EMOTIONAL DEVELOPMENT IN INFANTS AND TODDLERS

Nicole Carrington & Neatrice Russell •

BALLROOM A

Through this training, participants will learn research-based effective practices to support teachers' knowledge and practice of key instructional strategies that support infant and toddler social emotional development. This training is hands on and strategies used come from the Connect with Me: Supporting Social and Emotional Development courses in the CIRCLE "Play with Me" online course series.

Best fit for: Infant & Toddler Teachers

Supporting Skill Development

TRAUMA AND SOCIAL EMOTIONAL DISTRESS- HOW DO WE SUPPORT OUR CHILDREN AND TEACHERS?

Kenneth Sherman • BALLROOM B

In an emotionally supportive classroom, children learn to respect themselves and others, to express their thoughts and feelings, and to be actively involved in complex human relationships. Alternatively, trauma and acute stress can upend healthy social-emotional development in young learners. In this new course, learn how to scaffold your students' social, emotional, and mental learning, and take away strategies to counter the negative effects of children's trauma and stress in the classroom.

Best fit for: Pre-K & K Teachers, Administrators, Directors, and Specialists (Coaches/Mentors/Trainers)

Responsive Interactions and Guidance



**Texas Early Childhood
Professional Development System**

Take a brief moment to log in and look at the certificates you've earned at the TSR Institute and check your progress in the career pathway!

interest session 6

THURSDAY

3-4:30PM

COME PLAY WITH ME: PLAY AS A RELATIONSHIP NURTURING EXPERIENCE IN THE EARLY CHILDHOOD CLASSROOM

Sharon Jackson • BALLROOM C

This session is designed for those who work with young children from three to eight in any care or educational setting. The play-based focus will center on preparing a physical environment to encourage developing relationships, as well as creating the social and emotional atmosphere to allow connection, growth, understanding, and empathetic progression.

Best fit for: Pre-K & K Teachers

Learning Environments, Planning Framework, Curriculum, and Standards

SOCIAL AND EMOTIONAL DEVELOPMENT IN YOUNG CHILDREN

Yoonkung Oh • NUECES A



The presentation will address what social and emotional development means for young children, why it matters, and how to support it in early

childhood learning settings.

Best fit for: ALL

Supporting Skill Development

IMPLEMENTING CULTURALLY RESPONSIVE ANTI-BIAS PRACTICES IN EARLY CHILDHOOD PROGRAMS

Jennifer Neitzel • NUECES B



As part of this session, participants will learn about culturally responsive anti-bias practices and how they are beneficial for all young children. The session will focus

on three specific practices: instructional practices, positive identity development, and family engagement. Concrete action steps also will be provided so that participants can translate what they learn into practice.

Best fit for: ALL

Diversity and Dual Language Learners; Family and Community Relationships

2022

EARLY CHILDHOOD SUMMER INSTITUTE



TEXAS SCHOOL READY™

UNDERSTANDING AND SUPPORTING SPECIAL NEEDS CHILDREN IN EARLY CHILDHOOD*Kristin Miller • BALLROOM B*

Attendees will learn the different categories of special needs that may be common in children's development, and how these needs are identified, screened for, and accommodated within our early childhood programs and classrooms. Participants will develop and brainstorm strategies to help support all children's needs within their classroom setting. Then, we will discuss reliable community resources, such as ECI and developmental screener tools, which are available to help support children that may be identified with special needs. Participants will receive helpful tips to have hard conversations with parents, and resource ideas to better support our families with special needs children.

Best fit for: Infant, Toddler Pre-K, & K Teachers

Child Growth and Development; Observation and Assessment

PAIRING SOCIAL AND EMOTIONAL DEVELOPMENT BETWEEN SCHOOL AND HOME (EMPAREJAMIENTO DE HABILIDADES SOCIALES Y EMOCIONALES ENTRE LA ESCULA Y EL HOGAR)*Doris Cardenas • BALLROOM C*

Building a family's foundational knowledge about social-emotional development empowers them to continue this skill development at home and promotes involvement in the school community. Attendees will learn ways to create meaningful partnerships while encouraging family and community relationships through strategies that include responsive interactions and guidance to support child growth and skill development. There will be opportunities to interact and engage with sample activities to take home for easy implementation.

Best fit for: Infant, Toddler Pre-K, & K Teachers, Administrators & Directors

Supporting Skill Development; Family and Community Relationships

BUILDING CLASSROOM COMMUNITY THROUGH INTERACTIVE READ ALOUDS AND SERVE-AND-RETURN CONVERSATIONS IN THE CLASSROOM*Tricia Zucker • NUECES A*

Dr. Zucker will share how purposeful serve-and-return conversation helps children develop the oral language, vocabulary, and social-emotional skills they need to thrive in a positive classroom environment. We'll learn evidence-based practices from Dr. Zucker's 10-years of research with children and teachers. These will better empower the children in your care as you build their love

of language and learning—and build a vibrant classroom community. *Note that Dr. Zucker also presented this topic in a keynote address at the recent National Head Start Conference.*

Best fit for: ALL

Supporting Skill Development

CLASSROOM ENVIRONMENT CHECKLIST

High-quality classroom environments are a critical foundation for ECE programs.

The Classroom Environment Checklist (CEC) helps you evaluate and improve your classroom environments, including setting goals for classroom enhancements, tracking progress, and supporting coaching or TA. CLI offers the CEC for two age groups: Infant & Toddler and Prekindergarten. Kindergarten is coming soon! Scan the QR code for more information.



interest session 7

FRIDAY

8-9:30AM

LLAMA LLAMA, KNUFFLE BUNNY, PETE THE CAT, PIGEON, AND MORE!: USING CHILDREN'S LITERATURE TO DEVELOP THE WHOLE CHILD

Lisa Colvin & Melissa Becker • NUECES B

The focus of this session is to explore children's literature and learn how to go beyond the read aloud experience. We will examine favorite children's books and consider innovative ways to use texts to enhance children's cognitive, physical, and social-emotional development. Come have fun us and all your favorite characters as we dig deeper into how teachers can engage students in various ways before, during, and after the read aloud to develop the whole child.

Best fit for: Pre-K & K Teachers

Learning Environments, Planning Framework, Curriculum, and Standards

closing keynote

FRIDAY

10-11:30AM

MUSIC AND MOVEMENT: BRINGING JOY TO LEARNING WHILE BUILDING MUSCLES IN YOUNG BRAINS

Mike Longoria • NUECES FULL



Music and movement makes our brain active and is an effective cognitive strategy to strengthen learning, improve memory and retrieval, and enhance learner motivation and morale (Jenson, 2005). Music brings happiness, excitement, and joy while movement accelerates learning and promotes focus and concentration. Music and movement stir our emotions, emotions get our attention, and attention leads to learning (Dr. Mike, 2015).

Best fit for: ALL

Child Growth and Development, Responsive Interactions and Guidance

FAMILY ENGAGEMENT REOURCES



CLI's family engagement resources make the most of procedures you likely already have in place, such as progress monitoring, homework, parent-teacher conferences, and open houses. CLI advocates a new focus for these efforts: supporting families in better understanding children's development and engaging in fun, developmentally appropriate activities that not only build skills but strengthen the bonds between family members. View our family engagement resources by scanning the QR Code.



Beth Cannon • BALLROOM A

The ITSN Specialist Summit presents Beth Cannon. In this session infant and toddler trainers and coaches will explore the topic, “Blooming Where You are Planted: Growing Yourself and Growing Others.” During this 3.5 hour session specialists will reflect on themselves, their practices, and dig deep into the roles of specialists in order to best support others. **Bring your laptop** as there will be opportunities to think about, discuss, and engage with concepts of priorities, time management, and how to make the greatest impact in the work you do.

Best fit for: Infant & Toddler Specialists (Coaches/Mentors/Trainers)

Reflective Practices and Professional Growth; Professional Development Outlook; Transfer of Learning

Special pre-registration required.

8–8:30 am	WELCOME & PREPARE YOUR MIND AND BODY FOR THE SUMMIT
8:30–9 am	KEYNOTE
9–10:00 am	ROUND TABLE DISCUSSIONS & DEBRIEFING
10:00–11 am	SMALL GROUP DISCUSSIONS & DEBRIEFING
11–11:15 am	ACTION ITEM
11:15–11:30 am	CLOSING

Check the session schedule (pages 8-10) to see recommendations for Wednesday and Thursday before the Summit.

JOIN THE TEXAS ITSN SPECIALIST PROGRAM!



There are many resources on the Texas ITSN and on the CLI Engage website that you can use immediately to build your knowledge and skills and to support infant and toddler teachers.

Specialists will receive:

- Professional development courses through CLI Engage
- Clock hours for continued education
- Access to Professional Learning Communities (PLCs) for training, support, and networking opportunities
- Unlimited access to webinars

To learn more about the specialist program, or join, scan the QR Code.



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JOIN US FOR SNACKS, CARDIO DANCE AEROBICS, MUSIC, AND NETWORKING!





Texas Association for the
Education of Young Children

Supporting Young Children,
Families, and Early Learning
Professionals With Programs and
Resources To Promote Success!

Membership Levels and Benefits

Entry Level - \$30

- Access to Members Only Events
- Advocacy Opportunities
- Membership Newsletter
- Access to Staff and Supports

Standard - \$69

- Conference and Training Discounts
- Early Years Journal
- Access to Members Only Events
- Advocacy Opportunities
- Membership Newsletter
- Access to Staff and Supports

Premium - \$120

- Conference and Training Discounts
- Early Years Journal
- Access to Members Only Events
- Advocacy Opportunities
- Membership Newsletter
- Access to Staff and Supports

Family - \$35

- Access to Members Only Events
- Advocacy Opportunities
- Membership Newsletter
- Access to Staff and Supports

FREE Programs

T.E.A.C.H. Early Childhood Texas

Earn your credential or degree with a scholarship from T.E.A.C.H. Early Childhood Texas, a comprehensive scholarship model designed to retain early childhood professionals through increasing their education and compensation. Learn more about eligibility requirements and how to apply at www.texasaeyc.org!

Books Beginning at Birth

Life long reading begins at birth! Young children, birth to age 4, and their families can access FREE books and resources to support the development of early literacy skills and foster a love of reading by visiting b3tx.org.

Planning for Individualized Instruction Project

High-quality child care providers can receive FREE access to Teaching Strategies GOLD and Creative Curriculum Cloud Resources along with professional development to help drive planning for individualized instruction in your program. Find more information on our website.

Texas Healthy Building Blocks

Strengthen the healthy, safety, nutrition and physical activity practices in your early learning program and earn recognition for implementing best practices through Texas Healthy Building Blocks. Contact us to see how you can begin building healthy practices in your center today!

Outdoor Learning Environment (OLE) Texas

Statewide initiative that promotes healthful, nature-based outdoor spaces at child care programs. A healthful outdoor environment helps preschool children be more physically active while they play, discover, and connect with nature. Connect with our Outdoor Learning Environment Network and apply for an Outdoor Learning Environment Quality Seal!

www.texasaeyc.org | taeyc@texasaeyc.org
(512) 215-8142

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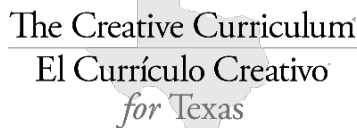
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EXHIBITORS



Texas Early Childhood
Professional Development System

CONFERENCE CERTIFICATES

This year, you will receive a certificate for each session you attend at the TSR Institute. Certificates will be awarded through the Texas Early Childhood Professional Development System (TECPDS), sent directly to your TECPDS profile (in the conference section!) and via email at the end of each conference day.

HERE'S HOW IT WORKS

- Select and attend a session
- At the end of the session, look for the QR code in the presenter's slides or at the back on the room with the facilitator
- Scan the QR with your phone's camera or QR code scanner app
- Log in to your TECPDS account
- Click "SUBMIT HERE" and register your attendance in the session (you have the option to select a CPE or clock hour certificate on this screen)

1



Tip! You may need to click after scanning the QR code.

 tecpsds.org

2



3



NEED HELP?

Stop by the TECPDS Help Desk by registration! Our support team is here to help you find your account, login, register attendance in each session, and much more.



Texas Early Childhood
Professional Development System

Third Floor

