

CLASS-Aligned Workshops

developed by the National Center on Quality Teaching & Learning (NCQTL)

NCQTL workshops are designed to support professional development activities related to engaging interactions and environments. NCQTL is part of the national Office of Head Start, and every workshop is aligned to one or more CLASS dimensions. Many NCQTL trainings have been designed so that they are relevant to teachers of infants, toddlers and preschoolers, making them a versatile option for programs serving multiple age groups.

Asking Questions



Age Groups: Infant, Toddler and Preschool

CLASS Alignments: Instructional Support (Concept Development and Language Modeling)

CDA Areas: 2- Advancing children's physical and intellectual development; 7- Observing and recording children's behavior; 8- Understanding principles of child development and learning

Asking children questions helps them process information and develop critical thinking skills. In this session, we'll learn how meaningful questions increase the quality and duration of conversations with children to encourage higher-level thinking. By the end of this session, you will understand how asking questions can enhance conversations; you will know how to identify qualities of questions that extend rather than limit conversation; and learn about the types of questions that strengthen conversation and that promote higher level thinking.

Being Aware of Children's Needs



Age Groups: Infant, Toddler and Preschool

CLASS Alignments: Emotional Support (Teacher Sensitivity)

CDA Areas: 2- Advancing children's physical and intellectual development; 3- Supporting children's social and emotional development; 8- Understanding principles of child development and learning

The early childhood classroom can be a very busy place! It isn't always easy to see everything that might be happening, but this session will help you learn new strategies you can use to notice and respond to children's needs in the moment. This will help you build the positive relationships with children that are a hallmark of a high-quality classroom.

Transitions



Age Groups: Toddler and Preschool

CLASS Alignments: Classroom Organization (Behavior Management and Productivity) and Instructional Support (Quality of Feedback)

CDA Areas: 1- Planning a safe and healthy learning environment; 3- Supporting children's social and emotional development; 8- Understanding principles of child development and learning

Transitions can be a stressful time in your classroom, and sometimes they can provoke challenging behaviors. Attend this session to learn new strategies to promote smooth transitions between classroom activities and routines. During this workshop, you will reflect on transitions in your own classroom and develop plans for how to use transitions to promote learning.

Creating a Caring Community



Age Group: Preschool

CLASS Alignments: Emotional Support (Positive Climate and Teacher Sensitivity)

CDA Areas: 2- Advancing children's physical and intellectual development; 3- Supporting children's social and emotional development; 8- Understanding principles of child development and learning

Creating a caring community in your classroom helps children feel safe and secure. Every interaction in a classroom is an opportunity to model respect and caring, which helps children learn to cooperate with one another and develop empathy. This session will provide you with practical tips on how to create a supportive environment in the classroom.

Creating Classroom Rules



Age Group: Preschool

CLASS Alignments: Classroom Organization (Behavior Management)

CDA Areas: 1- Planning a safe and healthy learning environment; 3- Supporting children's social and emotional development; 8- Understanding principles of child development and learning

Having a set of short, simple rules can help everyone in your classroom understand what is expected of them, helping to create a classroom that is calm, safe and orderly. Learn how to create and enforce classroom rules through a process called GUIDE. During this session, participants will have the opportunity to reflect upon what it means to create meaningful rules for early childhood classrooms.

Designing Environments

Age Groups: Toddler and Preschool

CLASS Alignments: Classroom Organization (Behavior Management, Behavior Guidance and Instructional Learning Formats)

CDA Areas: 1- Planning a safe and healthy learning environment; 2- Advancing children's physical and intellectual development; 3- Supporting children's social and emotional development; 8- Understanding principles of child development and learning

As an early childhood educator, the environment you create is one of the most important tools in your toolkit. A well-designed environment can help your room operate like a well-oiled machine. This session provides an overview of how to design physical spaces with appropriate classroom contents and how to strategically arrange groupings to create a more effective early learning environment.

Engaging Children in Conversations

Age Groups: Infant, Toddler and Preschool

CLASS Alignments: Emotional Support (Positive Climate) and Instructional Support (Concept Development and Language Modeling)

CDA Areas: 2- Advancing children's physical and intellectual development ; 7- Observing and recording children's behavior; 8- Understanding principles of child development and learning

Have you ever found yourself struggling to think of ways to keep a conversation going with a toddler or preschooler? Or even how to begin a conversation with an infant? This session focuses specifically on how to increase the length and quality of conversations with children, including infants and toddlers. During this session, you will learn the key elements and benefits of meaningful communication and conversations with infants, toddlers, and preschool children; learn strategies to engage young children in conversation, and identify opportunities for conversations during daily activities and routines.

Expansions

Age Groups: Infant, Toddler and Preschool

CLASS Alignments: Instructional Support (Quality of Feedback and Language Modeling)

CDA Areas: 2- Advancing children's physical and intellectual development ; 7- Observing and recording children's behavior; 8- Understanding principles of child development and learning

Expansions are ways to expand on what a child says or does during a conversation. By the end of this session, you will understand how expansions create opportunities for extended conversation; learn how expansions promote children's language and thinking; and learn to expand on what children say. Expanding a child's words can help you build their language skills by introducing new words or making their phrases more complex. Expansions can also give children more information about what they're doing or talking about, such as when you help them connect concepts or invite a child to think about their activities in a new way.

Focusing Children on Learning Goals

Age Group: Preschool

CLASS Alignments: Classroom Organization (Instructional Learning Formats)

CDA Areas: 2- Advancing children's physical and intellectual development ; 7- Observing and recording children's behavior; 8- Understanding principles of child development and learning

Learn new strategies to help children understand what they are learning, including how to set the stage before the activity; make targeted statements to direct focus during the activity; and provide “wrap-up” statements at the end of the activity.

Following Children’s Lead

Age Groups: Toddler and Preschool

CLASS Alignments: Emotional Support (Regard for Student Perspectives)

CDA Areas: 2- Advancing children's physical and intellectual development; 3- Supporting children's social and emotional development; 8- Understanding principles of child development and learning

There are many different ways teachers can engage children in learning by following children’s lead. This session will introduce you to three main strategies: building on children’s interests; providing children with choices; and encouraging children to express ideas.

Fostering Children’s Thinking Skills

Age Group: Preschool

CLASS Alignments: Instructional Support (Concept Development)

CDA Areas: 2- Advancing children's physical and intellectual development ; 7- Observing and recording children's behavior; 8- Understanding principles of child development and learning

This workshop describes three main strategies teachers can use to foster children’s thinking: using the scientific method, problem solving, and applying knowledge. Participants will be able to provide a definition of fostering children’s thinking skills, give examples and strategies for how teachers can foster children’s thinking skills in the classroom and provide suggestions for teachers on how to improve their ability to foster children’s thinking skills.

Fostering Relationships

Age Groups: Infant, Toddler and Preschool

CLASS Alignments: Emotional Support (Positive Climate)

CDA Areas: 2- Advancing children's physical and intellectual development; 3- Supporting children's social and emotional development; 8- Understanding principles of child development and learning

This 2 hour workshop will provide participants with information about the importance of building relationships with children, what children learn when we take time to form relationships with them, and ways to help sustain lasting connections with children.

Making Learning Meaningful

Age Group: Preschool

CLASS Alignments: Instructional Support (Concept Development)

CDA Areas: 2- Advancing children's physical and intellectual development ; 7- Observing and recording children's behavior; 8- Understanding principles of child development and learning

Learn how to make learning meaningful for children in the classroom by engaging in activities and interactions that support children's understanding of the world around them. Three main strategies are discussed: linking new learning to children's previous experience, relating concepts to children's lives, and providing children with hands-on learning.

Using Materials to Support Learning

Age Group: Preschool

CLASS Alignments: Classroom Organization (Instructional Learning Formats)

CDA Areas: 2- Advancing children's physical and intellectual development ; 7- Observing and recording children's behavior; 8- Understanding principles of child development and learning

Materials in the classroom should support *all* children's learning. By selecting the right materials, you can keep children engaged, help children develop their creativity, foster positive interactions between children, and much more! This session will provide you with three main guidelines to consider when selecting materials for your classroom so that learning can be maximized.

Novel Words

Age Groups: Infant, Toddler and Preschool

CLASS Alignments: Instructional Support (Concept Development, Quality of Feedback and Language Modeling)

CDA Areas: 2- Advancing children's physical and intellectual development ; 7- Observing and recording children's behavior; 8- Understanding principles of child development and learning

Children's vocabularies grow fastest when they're exposed to new words on a regular basis, even if they don't understand them at first. In this session, you'll learn how to incorporate new and novel words in extended, back-and-forth conversations with young children, including young infants and toddlers. You will also learn how children benefit from extended conversations that introduce new words AND how to know *when* to introduce new words in conversation. We will also share other resources you can use to help you have more enriching conversations with children.

Problem Solving in the Moment



Age Groups: Toddler and Preschool

CLASS Alignments: Emotional Support (Teacher Sensitivity) and Classroom Organization (Behavior Management)

CDA Areas: 1- Planning a safe and healthy learning environment; 3- Supporting children's social and emotional development; 8- Understanding principles of child development and learning

This workshop will assist teachers in behavior guidance so that they are proactive and effective when problems occur in preschool classrooms. Participants will be introduced to the five straightforward steps, called THINK FIVE, for teachers as they help children when problems arise in the preschool classroom.

Providing Feedback



Age Groups: Toddler and Preschool

CLASS Alignments: Instructional Support (Quality of Feedback and Engaged Support for Learning)

CDA Areas: 2- Advancing children's physical and intellectual development; 7- Observing and recording children's behavior; 8- Understanding principles of child development and learning

In this workshop, participants will learn strategies to provide feedback that supports children's engagement and learning. Three main strategies are discussed: engaging in frequent back-and-forth exchanges with children; asking children to explain their thought processes; and encouraging children's efforts.

Redirecting Behavior



Age Groups: Toddler and Preschool

CLASS Alignments: Classroom Organization (Behavior Management & Behavior Guidance)

CDA Areas: 1- Planning a safe and healthy learning environment; 3- Supporting children's social and emotional development

Redirecting children's behaviors is a very effective strategy to maximize children's engagement and learning in the preschool classroom. Redirecting behavior is a proactive strategy that helps prevent challenging behaviors before they escalate or continue. Participants will learn the four types of redirecting.

Scaffolding Children's Learning

Age Groups: Toddler and Preschool

CLASS Alignments: Instructional Support/Engaged Support for Learning (Quality of Feedback)

CDA Areas: 2- Advancing children's physical and intellectual development; 7- Observing and recording children's behavior; 8- Understanding principles of child development and learning

Scaffolding is a strategy teachers use to provide different levels of support and feedback to meet children's individual needs. If you've ever provided children with hints instead of just giving them an answer, you've already scaffolded a child's learning! Learn how to intentionally scaffold children's learning by using three key strategies: using hints, providing a range of possible answers and encouraging children to use other resources to master a skill or concept.

Schedules and Routines

Age Groups: Toddler and Preschool

CLASS Alignments: Emotional Support (Teacher Sensitivity), Emotional & Behavioral Support (Behavior Guidance), Classroom Organization (Behavior Management and Instructional Learning Formats)

CDA Areas: 1- Planning a safe and healthy learning environment; 3- Supporting children's social and emotional development

This workshop will introduce a critical feature of every well-organized classroom—the use of a daily schedule and established routines. A consistent classroom schedule and established routines provide predictability and a sense of wellbeing that enables children to learn.

Stating Behavior Expectations

Age Groups: Preschool

CLASS Alignments: Classroom Organization (Behavior Management)

CDA Areas: 1- Planning a safe and healthy learning environment; 3- Supporting children's social and emotional development; 7- Observing and recording children's behavior; 8- Understanding principles of child development and learning

Learn how to develop and teach expectations for children's behaviors in the preschool classroom. Stating behavioral expectations in advance is a proactive strategy that helps prevent behaviors before they may happen. Participants will learn the four main steps: anticipating behaviors, developing a plan, teaching expectations, and recognizing children's appropriate behaviors.

Thick and Thin Conversations



Age Groups: Infant, Toddler and Preschool

CLASS Alignments: Emotional Support (Positive Climate) and Instructional Support (Language Modeling)

CDA Areas: 2- Advancing children's physical and intellectual development; 7- Observing and recording children's behavior; 8- Understanding principles of child development and learning

Conversations are the bedrock of effective teacher-child interactions. This session will give you new ideas you can use to increase the length and quality of conversation with children, including young infants and toddlers. Having “thick” conversations with lots of back-and-forth helps children develop their communication skills, develop higher-level thinking skills, improve their vocabularies and grammar, and much more. Come to this session to learn how to define an “extended conversation” and find out what makes a conversation “thick.”

Using the Scientific Method



Age Group: Preschool

CLASS Alignments: Instructional Support (Concept Development)

CDA Areas: 2- Advancing children's physical and intellectual development; 7- Observing and recording children's behavior; 8- Understanding principles of child development and learning

Learn how to identify and describe the steps of the scientific method so that you can incorporate the scientific method into your teaching practice. The five steps discussed are: Question, Observe, Predict, Experiment, and Discuss.

Zoning to Maximize Learning and Teacher Talk



Age Groups: Infant, Toddler and Preschool

CLASS Alignments: Emotional Support (Teacher Sensitivity) and Classroom Organization (Behavior Management and Productivity), Emotional & Behavioral Support (Behavior Guidance)

CDA Areas: 1- Planning a safe and healthy learning environment, 3- Supporting children's social and emotional development, 6- Maintaining a commitment to professionalism, 7- Observing and recording children's behavior, 8- Understanding principles of child development and learning

Creating the right zones in your classroom can help you more effectively manage staff and run a well-organized classroom. This session will also cover how teachers can engage in ongoing and effective communication with one other to support quality teaching and learning in the classroom. This is a great class for co-teachers to attend together.

CLASS-Aligned Workshops

developed by Agenda for Children

Higher Order Thinking Skills (HOTS)

Age Group: Preschool

CLASS Alignments: Instructional Support (Concept Development)

CDA Areas: 2- Advancing children's physical and intellectual development; 8- Understanding principles of child development and learning

We can best prepare children to succeed in school and in life by helping them to develop higher order thinking skills. During this workshop, you will learn how to broaden children's understanding rather than concentrate solely on recalling facts and getting the right answer. Bloom's Taxonomy will be utilized to explore the relationship between concept development strategies and higher-order thinking skills.

Come prepared! Participants must bring a children's text to plan future conversations and lesson activities that promote problem solving and critical thinking skills.

Real Talk: Expanding High Quality Conversations

Age Group: Preschool

CLASS Alignments: Instructional Support (Concept Development and Language Modeling)

CDA Areas: 2- Advancing children's physical and intellectual development; 8- Understanding principles of child development and learning

This workshop will provide Pre-K teachers background knowledge, exploration, and real-life application in developing techniques for expanding feedback loops with preschoolers. Participants will identify key research-based components of high-quality adult-child interactions, practice applying best practices to adult-child conversations in the classroom, and determine strategies to expand feedback in the classroom conversations.

Language is Key

Age Groups: Infant, Toddler and Preschool

CLASS Alignments: Engaged Support for Learning (Language Modeling) and Instructional Support (Concept Development and Language Modeling)

CDA Areas: 2- Advancing children's physical and intellectual development; 8- Understanding principles of child development and learning

Learn new strategies for creating language-rich conversations with children! This workshop will incorporate background knowledge, exploration, and real-life application in the art of conversing with children. Together, we will cover the research on oral language development and use Language Modeling indicators to describe best practices for language and vocabulary development. We'll also practice ways to create engaging conversations throughout the classroom.

No More No's Proactive Classroom Management Strategies

Age Group: Preschool

CLASS Alignments: Classroom Organization (Behavior Management)

CDA Areas: 1-Planning a safe and healthy environment; 3- Supporting children's social emotional development; 5-Managing an effective program operation; 8- Understanding principles of child development and learning

This workshop will give you a blueprint for success with young children in the early learning classroom. You'll learn about the underlying causes of preschool behaviors, and discuss classroom techniques to prevent behavior problems in the preschool classroom.

Preventing Child Abuse and Neglect: Parent-Provider Partnership in Child Care Workshops developed by Zero to Three

The “Preventing Child Abuse and Neglect: Parent-Provider Partnership in Child Care (PCAN)” workshops were developed by Zero to Three and are provided through Agenda for Children’s partnership with the Department of Defense. These workshops are at a beginner level, and are especially well-suited for infant and toddler teachers who need support in improving their understanding of child development, social emotional development and working with families.

Building Collaborative Relationships with Families

Age Group: Infant and Toddler

CLASS Alignments: Emotional & Behavioral Support (Positive Climate)

CDA Area: 4 Strategies to establish productive relationships with families

Early childhood professionals build partnerships with families as an important strategy to promote healthy child development. Building effective relationships with families is the foundation for these partnerships. This session supports relationship building with families by helping professionals to define and practice active listening skills, explore the parallel process, and the importance of reflection. Participants will learn strategies for establishing effective relationships with families.

Building a Healthy Brain

Age Group: Infant and Toddler

CLASS Alignments: Emotional & Behavioral Support (Positive Climate, Teacher Sensitivity, Regard for Child Perspectives, Behavior Guidance)

CDA Area: 8 Principles of child development and learning

The development of the brain begins at conception and continues across the life span. Child care professionals support and promote very young children’s healthy brain development when they use relationships, respect, repetition, routines, and responsive interactions-the “5R’s.”

Social Emotional Development of Infants, Toddlers, and Their Families

Age Group: Infant and Toddler



CLASS Alignments: Emotional & Behavioral Support (Positive Climate, Teacher Sensitivity, Regard for Child Perspectives, Behavior Guidance)

CDA Area: 3 - Positive ways to support children's social and emotional development

Social-emotional development begins at birth and continues throughout life. The foundation for healthy social-emotional development laid in the first 3 years helps a child establish meaningful relationships with parents, caregivers, and peers and supports his or her learning, both in and outside of school. When children experience difficulty in acquiring social-emotional skills, they are at increased risk emotionally, developmentally, and academically.

Helping Parents and Providers Understand Temperament



Age Group: Infant and Toddler

CLASS Alignments: Emotional & Behavioral Support (Positive Climate, Teacher Sensitivity, Regard for Child Perspectives, Behavior Guidance)

CDA Area: 4-Strategies to establish productive relationships with families

A child's temperament influences not only his or her style of interaction but the very way in which he or she understands and experiences the world and the people in it. This workshop provides child care professionals with an introduction to the concept of temperament and to five key temperament traits. In this workshop, participants become aware of how their own temperaments, their reactions to others' temperaments, and the child care environment can interact to support a child's healthy development.

The Influence of Culture on Caregiving



Age Group: Infant and Toddler

CLASS Alignments: Emotional & Behavioral Support (Positive Climate, Teacher Sensitivity, Regard for Child Perspectives)

CDA Area: 3-Positive ways to support children's social and emotional development

As the early care and education field becomes increasingly diverse, the ability to collaborate effectively with parents and children from different backgrounds is increasingly critical to providing quality services. This unit offers child care professionals the opportunity to explore how one's culture influences caregiving style. Participants will also learn about culture and child maltreatment.

Understanding and Responding to Abuse and Neglect of Infants and Toddlers

Age Group: Infant and Toddler



CLASS Alignments: Emotional & Behavioral Support (Positive Climate)

CDA Area: 4-Strategies to establish productive relationships with families

Infants and Toddlers are disproportionately affected by abuse and neglect and abuse and neglect can have lifelong consequences. Child abuse and neglect is a common and serious problem in the United States and very young children are most likely to suffer serious consequences from this maltreatment. In this workshop unit participants will have the opportunity to examine statistics regarding child abuse and neglect, establish a shared definition of child abuse and neglect and compare to existing definitions of child maltreatment, examine cultural beliefs about parenting, and discuss the impacts and risks of child abuse and neglect on infants and toddlers. With this foundation, participants will have an opportunity to examine the impact on a young child's development.

Challenging Behaviors of Infants and Toddlers



Age Group: Infant and Toddler

CLASS Alignments: Emotional & Behavioral Support (Positive Climate, Teacher Sensitivity, Regard for Child Perspectives, Behavior Guidance)

CDA Area: 3-Positive ways to support children's social and emotional development

Children in our care can be challenging for many reasons. This module gives infant/family professionals an opportunity to reflect on their own beliefs and practices regarding challenging behavior. We also learn some of the "warning signs" for some common challenging behaviors.

Supportive Responses to Troubled Parent-Child Interactions



Age Group: Infant and Toddler

CLASS Alignments: Emotional & Behavioral Support (Positive Climate)

CDA Area: 4-Strategies to establish productive relationships with families

In their daily work with parents and children, child care professionals have a unique window into families' strengths and challenges. When we witness a troubled interaction between parent and child it can be difficult to understand how the parent can react in ways we may believe are negative or hurtful to their children. This session will give participants an opportunity to use the skill of self-awareness to reflect on past experiences with children and to recognize the wide range of feelings evoked by these interactions, monitor their own thought and reactions in response to witnessing a troubled parent-child interaction, think about parenting practices, and outline the legal definition of child abuse and neglect.

Rock Solid Foundation Workshops

developed by Nebraska Extension

The “Rock Solid Foundation” workshops were developed by Nebraska Extension and are provided through Agenda for Children’s partnership with the Department of Defense. These workshops are at a beginner level, and are especially well-suited for teachers who are building their foundational knowledge of best practices in early care and education.

Building Positive Relationships

Age Groups: Infant, Toddler and Preschool

CLASS Alignments: Emotional & Behavioral Support (Positive Climate and Teacher Sensitivity), Emotional Support (Positive Climate and Teacher Sensitivity)

CDA Areas: 3- Supporting children's social and emotional development; 4- Building productive relationships with families; 5- Managing an effective program operation

One of the most critical things we can do as leaders is deliberately and strategically use the power of relationships to help staff do their best work with very young children and their families. You will learn about the importance of relationships and attachment theory in Early Childhood. We will also discuss the barriers to relationships and learn strategies for building relationships.

Enhancing Emotional Literacy

Age Groups: Infant, Toddler and Preschool

CLASS Alignments: Emotional & Behavioral Support (Positive Climate), Emotional Support (Positive Climate)

CDA Areas: 1-Planning a safe and healthy environment; 2-Advancing children’s physical activity; 3-Supporting children’s social and emotional development; 5-Managing an effective program operation; 6-Maintaining a commitment to professionalism; 8-Understanding principles of child development and learning

Emotional literacy helps children identify and deal with feelings. Children with a strong foundation in emotional literacy are less impulsive, better behaved, and focused. Just like “regular” literacy is a skill that can be taught and learned, emotional literacy is a skill that you can intentionally help the children in your classroom develop. In this workshop, you will learn strategies to strengthen a child’s emotional literacy.

Rock Solid Friendship and Play Skills



Age Groups: Infant, Toddler and Preschool

CLASS Alignments: Emotional & Behavioral Support (Positive Climate), Emotional Support (Positive Climate)

CDA Areas: 3-Supporting children's social and emotional development; 8-Understanding principles of child development and learning

Have you ever thought about why some children have more friends than other children? When do these children learn how to make friends, what characteristic do they have that makes them more prone to having friends? This session will look at what we can do to set the stage for successful social emotional growth and development to have secure social skills. Teachers will gain strategies to help infants, toddler, and preschoolers learn how to engage with others making friends and playing successfully.

Responsive Environments and Routines



Age Groups: Infant, Toddler and Preschool

CLASS Alignments: Emotional Support (Teacher Sensitivity), Emotional & Behavioral Support (Behavior Guidance), Classroom Organization (Behavior Management and Instructional Learning Formats)

CDA Areas: 1-Planning a safe and healthy environment; 2-Advancing children's physical activity; 3-Supporting children's social and emotional development; 5-Managing an effective program operation; 6-Maintaining a commitment to professionalism; 8-Understanding principles of child development and learning

During this workshop, teachers will learn how to design a learning environment that will allow children to learn and interact with each other. Teachers will learn that focusing on positive behavior and routines will help a classroom have less stress and children have more fun!

I am moving, I am learning. Workshops

developed by the Office of Head Start

“I am moving, I am learning.” (IMIL) is a proactive approach initially developed for Head Start for addressing childhood obesity in young children. IMIL seeks to increase daily moderate to vigorous physical activity (MVPA), improve the quality of movement activities intentionally planned and facilitated by adults, and promote healthy food choices every day.

I am Moving, I am Learning: Activities for All



Age Groups: Infant, Toddler and Preschool

CDA Areas: 1- To establish and maintain a safe, healthy, learning environment; 2: To advance physical and intellectual competence; 5-to ensure a well-run, purposeful program responsive to participant needs

In this workshop participants will learn how to structure the environment and activities so that ALL young children can participate regardless of their ability level.

I am Moving, I am Learning: Body Language



Age Groups: Infant, Toddler and Preschool

CDA Areas: 1- To establish and maintain a safe, healthy, learning environment; 2: To advance physical and intellectual competence; 5-to ensure a well-run, purposeful program responsive to participant needs

Body Language teaches the correct vocabulary for the movement and activities that we do with children. Participants will also learn basics about teaching children to move and participate in activities that help to prepare them for elementary school.

I am Moving, I am Learning: Moving with the Brain in Mind



Age Groups: Infant, Toddler and Preschool

CDA Areas: 1- To establish and maintain a safe, healthy, learning environment; 2: To advance physical and intellectual competence; 5-to ensure a well-run, purposeful program responsive to participant needs

Teachers will see that the brain and body can be thought of as a coordinated unit. The brain needs movement as well as controls movement.

I am Moving, I am Learning: Moderate to Vigorous Physical Activity



Age Groups: Infant, Toddler and Preschool

CDA Areas: 1- To establish and maintain a safe, healthy, learning environment; 2: To advance physical and intellectual competence; 5-to ensure a well-run, purposeful program responsive to participant needs

This two hour workshop will help participants learn about Moderate to Vigorous Physical Activity. We will explore who, where and how this should be done. Materials that can be used will be explored, as well as music that enhances movements.

I am Moving, I am Learning: Nutrition Building Blocks



Age Groups: Infant, Toddler and Preschool

CDA Areas: 1- To establish and maintain a safe, healthy, learning environment; 2- To advance physical and intellectual competence; 5-to ensure a well-run, purposeful program responsive to participant needs

In this workshop, participants will learn that nutrition is important and can affect many aspects of a child's life. Every child has the right to a healthy childhood; this workshop will give examples and ideas to make that possible.

I am Moving, I am Learning: Take It Outside



Age Groups: Infant, Toddler and Preschool

CDA Areas: 1- To establish and maintain a safe, healthy, learning environment; 2: To advance physical and intellectual competence; 5-to ensure a well-run, purposeful program responsive to participant needs

In this workshop, participants will review research about the importance of outdoor play in early childhood. They will learn how to prepare an outdoor space for play and movement opportunities and how to supervise structured and unstructured play.

GOLD-Aligned Workshops

developed by Agenda for Children

GOLD Refresher: Tips and Tricks



Age Groups: Infant, Toddler and Preschool

CDA Areas: 2-To advance physical and intellectual competence, 3-Supporting children's social and emotional development; 7- Observing and recording children's behavior; 8-Understanding principles of child development and learning

Do you ever feel like you're putting a lot information into TS GOLD, but you're not getting as much out of it as you could be? If so, this session is for you! GOLD can be a powerful tool for helping you plan and individualize instruction for the children in your classroom, but only if you know how to use the system to its fullest capabilities. We will review how to use the TS GOLD system to document children's skills, abilities, and behaviors, complete preliminary leveling and finalizing for checkpoints, run a variety of reports to inform your planning and use TS GOLD to inform your lesson planning. **Please note that this is a refresher on TS GOLD-please do not attend this session if you have not already attended Introduction to TS GOLD.**

Preparation: Participants must bring the electronic device that they usually use to access TS GOLD (laptop, iPad or smartphone-however they normally use TS GOLD).

Objective Observation and Documentation



Age Groups: Infant, Toddler and Preschool

CDA Areas: 2-To advance physical and intellectual competence, 3-Supporting children's social and emotional development; 7- Observing and recording children's behavior; 8-Understanding principles of child development and learning

Looking and seeing are different. What is observation of young children all about? It is about carefully paying attention to the details of what a child does and to the cues that their behavior tells us about how the child is feeling and thinking. In this workshop, participants will learn how to become objective observers and become more astute at recording these observations in a meaningful and useful way.

Documentation the E.A.S.Y. Way



Age Groups: Infant, Toddler and Preschool

CDA Areas: 2-To advance physical and intellectual competence, 3-Supporting children's social and emotional development; 7- Observing and recording children's behavior; 8-Understanding principles of child development and learning

This workshop is intended for teachers who are already using GOLD. This workshop is an observation and documentation "refresher" and covers tools in the GOLD assessment system you can use to gather documentation, checkpoint procedures, and reporting tools that you can use for planning.

I Have All These Notes, So Now What?



Age Groups: Infant, Toddler and Preschool

CDA Areas: 2-To advance physical and intellectual competence, 3-Supporting children's social and emotional development; 7- Observing and recording children's behavior; 8-Understanding principles of child development and learning

Learn about the difference between a developmental screening tool like *Ages and Stages* and an ongoing, authentic child assessment like TS GOLD. We'll also cover how to use anecdotal notes to identify possible TS GOLD Objectives for Development and evaluate children's developmental levels using the TS GOLD Progressions for Development and Learning and/or the LA ELDS.

Preparation: Participants should bring 10 observation notes to the class and their laptop.

How to Survive a GOLD Checkpoint



Age Groups: Infant, Toddler and Preschool

CDA Areas: 2-To advance physical and intellectual competence, 3-Supporting children's social and emotional development; 7- Observing and recording children's behavior; 8-Understanding principles of child development and learning

This hands-on workshop will provide participants with support on how to complete checkpoints.

Preparation: Participants should have adequate documentation in order to attend this workshop and bring their laptop.

Using GOLD Child Assessment Results to Inform Teacher Planning



Age Groups: Infant, Toddler and Preschool

CDA Areas: 2-To advance physical and intellectual competence, 3-Supporting children's social and emotional development; 7- Observing and recording children's behavior; 8-Understanding principles of child development and learning

Teachers will be able to use TS GOLD weekly planning forms to complete lesson plans and use the results of the Class Profile, Development and Learning, and Documentation by Objective/Dimension Reports to inform those plans. They will find activities that support children's development and learning based on TS GOLD assessment results for their children and generate weekly lesson plans for the children in their class. Participants should already have completed a checkpoint in order to take this class.

Preparation: Participants must bring the electronic device that they usually use to access TS GOLD (e.g. laptop, iPad or smartphone).

Communicating Child Outcomes with Families (GOLD)



Age Groups: Infant, Toddler and Preschool

CDA Areas: 2-To advance physical and intellectual competence, 3-Supporting children's social and emotional development; 7- Observing and recording children's behavior; 8-Understanding principles of child development and learning

Do you ever get asked about why the children play all day in your program and why they aren't learning anything? Do your teachers use the TS GOLD Assessment tool? Come to this workshop to learn how you can share with families all that their children are learning by using family communication, conferences and the development and learning report. We will also examine tricks and tips for communication with a variety of families.

Preparation: Participants must bring the electronic device that they usually use to access TS GOLD (e.g. laptop, iPad or smartphone).

GOLD for Administrators

Audience: Administrators

CDA Areas: 2-To advance physical and intellectual competence, 3-Supporting children's social and emotional development; 7- Observing and recording children's behavior; 8-Understanding principles of child development and learning

This session is designed specifically for Program Administrators in all Program Types (Early Learning Center Directors, Head Start Directors, Non-public and Public School Leaders, and Early Childhood Supervisor) to provide more specific ways you can use the GOLD system to support your teachers. You will be taken through the entire cycle of assessment from an Administrator's viewpoint. This includes learning about the tool itself, the online capabilities of TS GOLD, how to run reports that can help you help your staff, and how to look at the data and analyze what you see in order to provide opportunities for teachers to improve their practice and support their children's further development.

Playing With the Progressions



Age Groups: Infant, Toddler and Preschool

CDA Areas: 2, 3, 7 & 8

This workshop will help participants become familiar with the GOLD Objectives, Dimensions, and Progressions of Development and Learning and the alignment to the LA Birth to Five ELDS through the use of varied and engaging hands-on activities.

GOLD-Aligned Workshops

developed by NCQTL

The NCQTL GOLD-aligned workshops provide teachers with a “soup to nuts” understanding of authentic, ongoing child assessment. This series covers the different tools and strategies teachers can use to collect information about children, how to plan for assessments, communicating assessments to families and how to use assessment information to guide instruction.

Ongoing Child Assessment: Administrative Support

Audience: Administrators

CDA Areas: 2- Advancing children's physical and intellectual development; 5- Managing an effective program operation; 7- Observing and recording children's behavior; 8- Understanding principles of child development and learning

This 2 hour workshop on how administrators can strengthen their program by helping staff and teaching teams plan and conduct ongoing assessment tasks for the children in their classrooms. Administrators also need to assist staff in using data to improve teaching practices, share data from program-wide evaluations, and use findings to inform staff support.

Ongoing Child Assessment: Collecting and Using Anecdotal Records



Audience: Infant, Toddler and Preschool

CDA Areas: 2- Advancing children's physical and intellectual development; 5- Managing an effective program operation; 7- Observing and recording children's behavior; 8- Understanding principles of child development and learning

Documenting information on child progress can help teachers become more effective; and, anecdotal records are one way to collect information on child progress. By the end of this session, you will be able to write anecdotal records and use them to document observations of children’s behaviors. You will also know to interpret and use the information from anecdotal notes to monitor and assess children’s progress.

Ongoing Child Assessment: Collecting and Using Video



Audience: Infant, Toddler and Preschool

CDA Areas: 2- Advancing children's physical and intellectual development; 5- Managing an effective program operation; 7- Observing and recording children's behavior; 8- Understanding principles of child development and learning

Assessment information helps teachers evaluate kindergarten readiness and effective teaching practices. Video, when used correctly, can be a very valuable way to collect assessment information. Attend this training to learn how to record, collect, and organize video clips of children's behaviors. You'll also learn how to interpret and use information from classroom videos to document children's progress.

Ongoing Child Assessment: Collecting and Using Work Samples



Audience: Infant, Toddler and Preschool

CDA Areas: 2- Advancing children's physical and intellectual development; 5- Managing an effective program operation; 7- Observing and recording children's behavior; 8- Understanding principles of child development and learning

Documenting information on child progress can help teachers become more effective; anecdotal records are one way to collect information on child progress. By the end of this session, you will be able to write anecdotal records and use them to document observations of children's behaviors. You will also know to interpret and use the information from anecdotal notes to monitor and assess children's progress.

Ongoing Child Assessment: Partnering with Families



Audience: Infant, Toddler and Preschool

CDA Areas: 2- Advancing children's physical and intellectual development; 4- Building productive relationships with families; 7- Observing and recording children's behavior; 8- Understanding principles of child development and learning

This workshop focuses on building partnerships between the teaching staff and family in the context of ongoing child assessment in the classroom. Participants will learn about family–staff collaboration in gathering assessment information on a child's learning at home and in school and strategies that support two-way exchanges and information sharing.

Ongoing Child Assessment: Planning for Assessment



Audience: Infant, Toddler and Preschool

CDA Areas: 2- Advancing children's physical and intellectual development; 4- Building productive relationships with families; 7- Observing and recording children's behavior; 8- Understanding principles of child development and learning

This workshop focuses on planning for gathering assessment information. Participants will learn which skills to observe, which method to use, which time and location is best and who is responsible for documenting each observation.

Ongoing Child Assessment: Using Checklists



Audience: Infant, Toddler and Preschool

CDA Areas: 2- Advancing children's physical and intellectual development; 4- Building productive relationships with families; 7- Observing and recording children's behavior; 8- Understanding principles of child development and learning

Checklists, along with anecdotal records, work samples, and video, are one way to collect information on child progress. This session will focus on how teachers can use checklists as part of their overall efforts to collect assessment information so that they can measure children's progress. Assessment information can also guide your instruction decisions, including your lesson plans and your efforts to individualize instruction. In this session, you will learn practical and simple ways to use checklists to collect information on child progress. We'll cover why (and when) to use checklists, and how to decide what should be included in a checklist.

Ongoing Child Assessment: Using Data to Inform Teaching



Audience: Infant, Toddler and Preschool

CDA Areas: 2- Advancing children's physical and intellectual development; 4- Building productive relationships with families; 7- Observing and recording children's behavior; 8- Understanding principles of child development and learning

This workshop focuses on how teachers can review and interpret child assessment information in order to understand children's learning. Participants will learn how to interpret assessment data, make decisions based on how children are making progress in the classroom and adjust teaching based on assessment data.
