

SST8 Early Childhood  
Professional Development  
Opportunities

2020-2021



As you review this professional development booklet, you will notice that we have organized chronologically. Below is a table of contents that features the professional development categories used in this booklet. If you have any questions as to whether or not a training is appropriate for you to attend, please contact our office. All professional development approved for SUTQ will be referred to as Ohio Approved (OA).

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KRA – Kindergarten Readiness Assessment for New Teachers – Available On-line through ODE
ELA for New Staff – Available On-line through ODE
Navigating Preschool Special Education - <b>ST10094281</b>
Child Outcomes Summary (COS) - <b>ST10094273</b>
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Matt Brock Inclusion
PD on Demand Classes available through Google Classroom

IDEA Disclaimer Notice

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## **KRA – Kindergarten Readiness Assessment for New Teachers**

**Location:** On-line through Ohio Department of Education

Sophie Hubbell, Assistant Director – [Sophia.Hubbell@education.ohio.gov](mailto:Sophia.Hubbell@education.ohio.gov)

Elizabeth Sailer Agnew, Education Program Specialist – [Elizabeth.Agnew@education.ohio.gov](mailto:Elizabeth.Agnew@education.ohio.gov)

Megan Shuler, Education Program Specialist – [Megan.Shuler@education.ohio.gov](mailto:Megan.Shuler@education.ohio.gov)

## **Early Learning Assessment - ELA for New Staff**

**Location:** On-line through Ohio Department of Education

Sophie Hubbell, Assistant Director – [Sophia.Hubbell@education.ohio.gov](mailto:Sophia.Hubbell@education.ohio.gov)

Elizabeth Sailer Agnew, Education Program Specialist – [Elizabeth.Agnew@education.ohio.gov](mailto:Elizabeth.Agnew@education.ohio.gov)

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## **Navigating Preschool Special Education**

September 4, 2020

8:30 am - 11:30 am

**Location:** On-line/Live

**Code:** ST10094281

**Contact Hours:** 3 Ohio Approved (OA) Hours.

**Registration:** [www.sst8.org](http://www.sst8.org)

**Description:** Navigating the world of special education can be an overwhelming task! This session, focused on preschool-age requirements, is designed for new special education directors/supervisors or others that are interested in knowing more about the ins and outs of the field. Participants will be provided with compliance regulations, state-required forms, agencies and resources to be aware of, best practices and other helpful information that will provide you with what you need to successfully oversee and build a special education program in Ohio.

## **Childhood Outcomes Summary Training**

September 4, 2020

12:30 pm – 3:30 pm

**Location:** On-line/Live

**Contact Hours:** 3 Ohio Approved (OA) Hours

**Code:** ST10094273

**Registration:** [www.sst8.org](http://www.sst8.org)

**Description:** The Ohio Department of Education is requiring preschool special education teams to complete the Child Outcomes Summary (COS) (formerly ECO) form for all children receiving special education services. This training will provide an overview of how to complete the Child Outcomes Summary form and provide resources to support teams in summarizing information about children. This training is for new teachers or those who would like a refresher.

## **Heggerty Training**

September 11, 2020

9:00 am – 12:00 pm

**Location:** On-line/Live

**Contact Hours:** 3 Ohio Approved (OA) Hours

**Code:** ST10099018

**Registration:** [www.sst8.org](http://www.sst8.org)

**Description:** In this session, participants will gain an in-depth understanding of the scope and sequence of eight phonemic awareness skills and alignment to the standards. The presentation is research-based and will focus on the published phonemic-awareness curriculum written by Dr. Michael Heggerty. Participants will observe a model lesson and engage in guided practice with the trainer.

## **Understanding and Managing Trauma in Preschool Children**

September 18, 2020

9:00 am – 12:00 pm

**Location:** On-line/Live

**Contact Hours:** 3 Ohio Approved (OA) Hours

**Code:** ST10099159

**Registration:** [www.sst8.org](http://www.sst8.org)

**Description:** The trauma training consists of four key components which include an introduction to trauma, managing trauma in the classroom, increasing developmental assets in children and recognizing secondary traumatic stress. Participants will learn about the types of trauma student's face and how trauma can affect student's physical, emotional and cognitive abilities. They will then discuss techniques to prevent a trauma-based reaction in the classroom and what to do if a child is acting out. Participants will use the Search Institutes Developmental Assets to guide work with all students by increasing their resiliency skills, coping skills and other abilities. Finally, educators will learn to recognize their own compassion fatigue or burnout, and learn techniques to use to relax, keep balance and continue to help students in need. Let's Talk about Behavior: Relationships Matter.

## **PBIS Tier 1 Overview and Refresher (PreK-12)**

September 25, 2020

9:00 am – 3:00 pm

**Location:** On-line/Live

**Contact Hours:** 5 Ohio Approved (OA) Hours

**Code:** ST10094300

**Registration:** [www.sst8.org](http://www.sst8.org)

**Description:** PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS IS NOT a packaged curriculum, scripted intervention, or manualized strategy. PBIS IS a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students (PBIS.org).

## **Itinerant Network**

### **Consultative Overview for New Itinerant Teachers**

September 28, 2020

9:00-10:30

**Location:** On-line/Live

**Contact Hours:** 3.0 Ohio Approved (OA) Hours per meeting

**Registration:** [www.sst8.org](http://www.sst8.org)

## **Network Meetings**

Once a month

September 28, 2020, October 26, 2020, November 16, 2020, December 14, 2020, January 11, 2021, February 8, 2021, March 15, 2021, April 12, 2021, May 10, 2021

2:00-3:00pm

**Location:** On-line/Live

**Contact Hours:** 9 hours (1 Ohio Approved (OA) hour per meeting)

**Code:** Coming Soon

**Registration:** [www.sst8.org](http://www.sst8.org)

Are you feeling alone in your role as an itinerant teacher? Are you in need of resources to support your work? Would you like to network with other itinerant teachers? If so, come and join the itinerant network! This group of knowledgeable professionals have been meeting for the past 9 years and have evolved their practice by conversing in depth about the consultative model, staying current with research, sharing resources with each other, and problem solving situations with others that understand the itinerant role. Participants can select which meetings they are interested in attending based on the topics that will be discussed.

## **Topics in Early Childhood: Administrative Series - Partners in Practice – Year 2**

Once a month

September 2, 2020, October 7, 2020, November 4, 2020, December 2, 2020, January 6, 2021, February 3, 2021, March 3, 2021, April 7, 2021, May 5, 2021, June 2, 2021, and July 7, 2021.

8:30 am - 9:30 am

**Location:** On-line/Live

**Contact Hours:** 12 hours

**Code:** ST10094708

**Registration:** [www.sst8.org](http://www.sst8.org)

**Description:** This monthly series for Early Learning Administrators will cover hot topics in education today from both a regional, state and national perspective. We will provide the information and practices to support students and families, teachers, assistants and related services within your district, and allow you to network with other districts. Topics are consistent with the professional development that is being offered regionally, state initiatives and nationally recognized best practice.

## **Positive Behavioral Interventions & Supports (PBIS) Tier 1 PreK-12 Training**

October 7, 2020, November 6, 2020, January 29, 2021, March 12, 2021

9:00 am – 3:00 pm

**Location:** Online/Live

**Contact Hours:** 20 Contact Hours

**Graduate Credit:** 1

**Registration:** [www.sst8.org](http://www.sst8.org)

**Description:** This training will teach building teams to create and implement the Universal Tier (Tier 1) of a PBIS framework. Building teams will learn the rationale for implementing this framework. In addition, teams will develop school-wide expectations which will be used in their buildings. Teams will also develop a system of reinforcement, as well as data systems which will inform decision making and help monitor behaviors at the building level. This workshop is a 4 part series, in which teams are required to attend all 4 sessions. **Training dates: October 9, 2020, November 6, 2020, January 29, 2021 and March 12, 2021. You must register for each session.**

## **Introduction to Emergent Literacy and Teaching Early Phonological Awareness**

October 30, 2020

9:00 am – 1:00 pm

**Location:** Online/Live

**Contact Hours:** 4.0 Ohio Approved (OA) Hours

**Code:** ST10099160

**Registration:** [www.sst8.org](http://www.sst8.org)

**Description:** Participants will be introduced to the 3 components of Emergent Literacy, with connections to research supporting their use. Then, participants will learn the significance of and instructional strategies for developing early phonological awareness in children from birth – age 5.

## **Developing Oral Language and Vocabulary for Emergent Literacy**

November 20, 2020

9:00 am – 1:00 pm

**Location:** Online/Live

**Contact Hours:** 4.0 Ohio Approved (OA) Hours

**Code:** ST10099168

**Registration:** [www.sst8.org](http://www.sst8.org)

**Description:** This session will review the 3 components of emergent literacy with the goals of participants understanding a strong foundation in emergent literacy that builds later reading skills. The basics of early phonological awareness will be reviewed from the previous session. As a bridge from learning to practice, participants will share diagnostic assessments results used to plan phonological awareness lessons. Then participants will learn how to build these skills in multiple environments--home, preschool, and childcare centers through formal and informal instructional contexts. Participants will also learn to choose vocabulary from vocabulary rich read aloud texts to pre-teach prior to shared reading experiences.

## **Early Childhood Positive Behavioral Interventions & Supports (PBIS) Tier 2**

February 5, 2021 – Day 1, March 26, 2021 – Day 2

9:00 am – 3:00 pm

**Location:** Online/Live or Summit ESC

**Contact Hours:** 10.0 Ohio Approved (OA) Hours

**Code: (Coming Soon)**

**Registration:** [www.sst8.org](http://www.sst8.org)

**Description:** This PBIS Tier 2 series will provide information and strategies to help programs support children who exhibit challenging behaviors, even with a solid Tier 1 PBIS framework in place. This series is intended for building or program teams to attend together. Teams will have an opportunity to build a plan for Tier 2, while learning about interventions and tools to support all staff and children across their program. At least 70% fidelity in Tier 1 implementation is recommended before attending this series.

## **Building Print Awareness through Interactive Read Alouds**

February 19, 2021

9:00 am - 1:00 pm

**Location:** Online/Live or Summit ESC

**Contact Hours:** 4.0 Ohio Approved (OA) Hours

**Code:** ST10099171

**Registration:** [www.sst8.org](http://www.sst8.org)

**Description:** This session will begin with a review of the importance of vocabulary and oral language, a review from the previous session and emergent literacy. Print awareness is one component of emergent literacy, and therefore important to review all components to build the foundation for reading. Participants will learn the significance of print awareness and how to use read alouds as a tool for print referencing and building meta-linguistic awareness in young children. The curricular supplement, Sit Together and Read (developed by Dr. Laura Justice, at The Ohio State University) will be utilized as an explicit instruction tool for building print awareness. Teachers will also learn how to select additional books to teach concepts of print. Modeling of questioning during interactive read alouds will be used to demonstrate how to direct young children's attention specifically to print. Participants will leave with a thorough understanding of how to use read alouds to teach ALL components of emergent literacy (phonological awareness, oral language and vocabulary, and print awareness) using a variety of texts. Connections will also be made to developing early literacy skills along the language and literacy continuum.

## **Matt Brock – Inclusion**

March 19, 2021

9:00 am – 3:00 pm

**Location:** Online/Live or Summit ESC

**Contact Hours:** 5.0

**Registration:** [www.sst8.org](http://www.sst8.org)

**Description:** This session will focus on strategies to support effective inclusion of all children in an early childhood classroom. Benefits for children with and without disabilities will be discussed as well as the importance of utilizing Universal Design for Learning (UDL) strategies throughout all learning experiences across the day. Using peer networks to engage students with disabilities and peer mediated intervention will also be focused on in this session.