



2014 Annual Conference

PROMOTING PLAY



Powerful Learning
Across Years

The North Carolina Association for the Education
of Young Children 61st Annual Conference

September 11 – 13, 2014
Raleigh Convention Center

2014 CONFERENCE PROGRAM

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NCaeyc's Annual Conference

In 1953, a dedicated group of early educators came together to form the North Carolina Kindergarten Association (NCKA) to “promote the professional growth of its members, to increase community understanding of the Kindergarten child and to work toward the attainment of standards established by the State Department of Public Instruction.” In 1974, NCKA reorganized to become the state affiliate for the National Association for the Education of Young Children broadening our focus to children birth through age eight.

“Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood.”

–Fred Rogers

Through the support, commitment, and engagement of over 2000 members, NCaeyc continues to promote and inspire excellence in care and education in three ways:

We EDUCATE. We ADVOCATE. We MOTIVATE.

We hope that your professional development experience at NCaeyc's 61st Annual Conference increases your skills, knowledge and motivation to ensure that every child in North Carolina receives high quality early care and education. An essential part of high quality early education for young children is play-based learning experiences that have meaning, purpose and intention. This year's Conference theme, Keynote, sessions and activities all focus on the critical importance of play in children's learning and development.

We also recognize and value the importance of play in the lives of grownups too! So join in on the fun and excitement of every aspect of Conference like Photobooth and the Be Active Kids® PlayMobile. Wrap up your conference experience by joining in our PlayDaze Parade to march with a message to declare far beyond the walls of the Raleigh Convention Center that PLAY is Powerful Learning Across the Years!

Thank you to all of our members, affiliate leaders, volunteers, conference attendees, vendors and sponsors for your shared commitment to excellence and your ongoing support to North Carolina's oldest and largest early childhood professional association.

PROMOTING PLAY



**Powerful Learning
Across Years**

In the midst of our festive atmosphere, during the thirteenth anniversary of 9/11 we pause in solemn reflection of the lives lost in this painful marker in our country's history. We reflect humbly on the heroism of those that worked so bravely in service and dedication to others. Through reflection and gratitude, may we all be inspired to be a positive influence in the lives of those around us.

TABLE OF CONTENTS

Letter from Dan Tetreault, Past President	ii	DAP Showcase	17
NCaeyc Thanks You!	1	Table Talks Resource Fair	18
Conference Schedule	2	DPI Demo Classrooms	20
A Playful Conference Experience	3	Session Planning Form	21
Conference Information	4	Categorization of Sessions	22
Map of Third Floor/Main Level Classrooms	5	Session Titles and Descriptions	35
In and Around Raleigh	7	Documentation of Credit Hours	49
Local Affiliate Corner	10	Certificate of Attendance	50
NCaeyc Photobooth	11	Conference Evaluation Form	51
PlayMobile and PlayDaze	12-13	Vendors	52
Keynote Session and Featured Presenters	14-15	Sponsors and Partners	54
Pre-Conference Sessions	16	Ads	56

Dear Conference Attendees:

On behalf of NCAeyc's Board of Directors and staff, welcome to our 61st Annual Conference! We are honored year after year, to bring together early childhood professionals from across our state to engage in a conference experience designed to promote and inspire excellence in your practice. We feel this year's Conference theme: "Promoting PLAY: Powerful Learning Across Years" is of critical importance. We are committed to ensuring that all professionals working directly with or on behalf of children from birth through age 8 at every level and in every setting are equipped with the skills, knowledge and motivation to provide robust, play-based learning experiences for all children.

You will discover in your Conference Program a substantive offering of conference sessions, which are designed to support you as you reflect upon and strengthen your practice, share your knowledge and expertise, demonstrate and promote standards of excellence, and support advocacy for the critical role of high quality early care and education. NCAeyc's Annual Conference is intended to help attendees recognize their full potential in both leadership and practice. When we make the most of every leadership opportunity and collectively advocate for developmentally appropriate practices, effective professional development, and adequate resources and compensation, the strength of our association helps ensure that across our state, more of North Carolina's children and families are provided the necessary opportunities and supports to promote their success in learning and in life.

Your conference experience will be enriched by the powerful connections that you will make. You will learn from talented and knowledgeable presenters from our great state and from across the nation. You will have opportunities to connect with other early childhood professionals from across North Carolina to expand your network. Also, please take the time to visit with our valued vendors who are offering outstanding products and services. Be sure to be present for the Vendor Spotlight on Friday at 4:30 pm for a chance to win amazing door prizes donated by our vendors.

NCAeyc is strongly committed to supporting our Local Affiliates and Chapters so that members have access to an engaging professional community within their region. We invite each of you to get connected at the Corner... L.A. Corner that is! Meet the leaders of your Local Affiliate and learn more about leadership and member engagement opportunities in your area.

NCAeyc also values the opportunity to support and encourage our next generation of early educators and the faculty members who train them. We send a very special welcome to all students and faculty who have joined us. We are delighted to be a part of the beginning of your professional journey in early childhood education and we are dedicated to supporting you throughout your career.

A very special thank you is extended to everyone who worked tirelessly organizing this year's conference, especially our NCAeyc staff, Lorie Barnes and Chris Butler and the Conference Committee, co-chaired by Board members Consuellis Hawkins-Crudup and Linda Novak. We also appreciate the very dedicated team of conference volunteers who help each year to make our time together a success.

On a personal note, I want to thank the NCAeyc Board of Directors, the NCAeyc staff, the Local Affiliate leaders, and the 2,500 members of our association for supporting me as your President for the past two years. It has been an honor to serve in this role and I thank you for your trust and support. I would also like you to join me in extending a warm welcome to your new Board President, Suzanne Hughes who begins her term as President at this Conference. Suzanne is a proven leader having served on the NCAeyc Board of Directors for nine years. We are very fortunate to now have her in this key leadership position for both the organizational history she brings as well as the vision for our future success.

Again, welcome to the conference and thank you for attending. We are confident that you will have an engaging and energizing experience. As a result of your conference experiences, we hope that you return home with renewed enthusiasm and passion for your work with or on behalf of children and families.

Dan Tetreault
Past President NCAeyc Board of Directors

NCAeyc Board of Directors

*indicates newly elected/appointed

President	Suzanne Hughes
Past President	Dan Tetreault
VP of Membership and Local Affiliate	Joanie Oliphant
VP of Public Policy and Advocacy	Beth Moore*
Secretary	Consuellis Hawkins-Crudup
Treasurer	Amanda Vestal*

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North West	Lisa Eads*
South West	Ashley Reid
West Central	Steve Jackson*
East Central	Gina Soceanu*
North East	Sarah Prezioso
South East	Deborah Saperstein
Sandhills	Linda Novak*
LAC	Resha Washington

NCAeyc extends sincere appreciation to the following Board Members whose terms are ending

Shada Baldwin	Karen Lounsbury
Doris Battle	Rhodus Riggins, Jr.
Linda Caldwell	Susan Suddreth
Deborah Kennerson-Webb	

Thank you for your leadership, commitment and contributions!

NCAeyc Staff

Lorie Barnes, Executive Director
Christine Butler, Coordinator of Operations and Conference

NCAeyc Office

2209 Century Drive, Suite 550
Raleigh, NC 27612
919-510-5034
www.ncaeyc.org



Throughout the Conference, our official photographer will be taking pictures. If you prefer to not be photographed, please stop by the Registration Booth to let us know.

To our attendees, presenters, volunteers, vendors, Local Affiliate Leaders, statewide partners, and sponsors, we say:

Thank you for your ongoing support, engagement and commitment to excellence!

Mission

NCaeyc is the voice of professionals who work directly with or on behalf of children birth through age eight.

NCaeyc Vision

One day all of North Carolina's children will be valued and offered high quality early childhood experiences.

Goals

- Represent and unify professionals who work directly with, or on behalf of, children birth through age eight.
- Influence and shape the policies, procedures, practices, and standards that impact children birth through age eight.
- Promote the use of NAEYC standards and positions.
- NCaeyc will be a high performing, inclusive organization.

Connect with NCaeyc during Conference and beyond!



Follow us on twitter @NCaeyc
tweet throughout Conference
[#ncaeycconference](https://twitter.com/ncaeycconference)



Post on our facebook page
throughout Conference
www.facebook.com/ncaeyc



Check out our Pinterest page
pinterest.com/ncaeyc

Conference Schedule

Wednesday, September 10

On-Site Registration and Check-In 4:00 pm – 7:00 pm

Thursday, September 11

On-Site Registration and Check-In 7:00 am – 6:30 pm
Pre-Conference Sessions 8:30 am – 4:30 pm

Friday, September 12

On-Site Registration and Check-In 7:00 am – 6:30 pm

SESSION 1: 8:00 am – 9:30 am

SESSION 2: 10:00 am – 11:30 am

Lunch: 11:30 am – 1:00 pm

Keynote: 1:00 pm – 2:30 pm

SESSION 3: 3:00 pm – 4:30 pm

VENDOR SPOTLIGHT 4:30 pm – 5:30 pm

Vendors help make our NCAeyc Conference possible! Connect with them throughout the day and be present during the Friday Afternoon Vendor Spotlight to see the latest in early education products and services and to have a chance to win more amazing door prizes!

NCAeyc Photobooth	8:00 am – 5:30 pm	Third Floor/Main Level
L.A. Corner	8:00 am – 4:30 pm	Third Floor/Main Lobby
DAP Showcase: Excellence in Action	9:00 am – 4:30 pm	Third Floor/Main Level
Table Talks Resource Fair	9:00 am – 3:30 pm	Third Floor/Main Level

Saturday, September 13

On-site Registration and Check-In 7:00 am – 8:30 am

VISIT WITH VENDORS 8:00 am – 9:00 am

Start your Saturday off right by checking out the amazing products, resources and services on display. Get to know each of our valuable Vendors who help make our Conference possible.

SESSION 4: 9:00 am – 10:20 am

SESSION 5: 10:40 am – 12:00 pm

SESSION 6: 12:20 pm – 1:40 pm

NCAeyc Photobooth	8:00 am – 11:30 am	Third Floor/Main Level
DAP Showcase: Excellence in Action	8:30 am – 12:00 am	Third Floor/Main Level
L.A. Corner	8:30 am – 11:30 am	Third Floor/Main Lobby
PlayDaze Parade	1:40 pm – 2:00 pm	Gather in Main Lobby

Session Room Locations

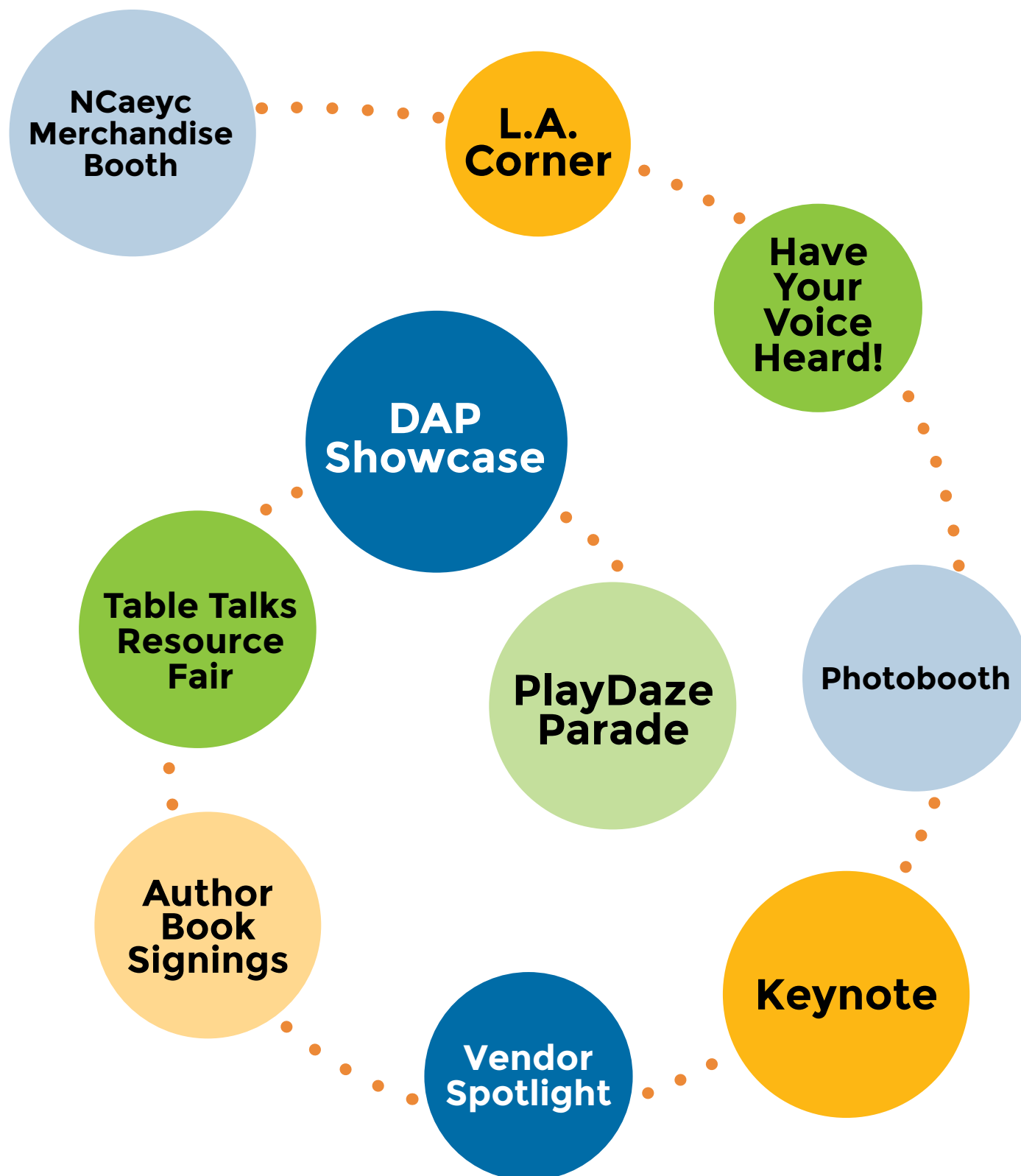
All sessions will be held in the Raleigh Convention Center.

Please be courteous by **turning off all cell phones and electronic equipment** during Conference Sessions and Events.



A Playful Conference Experience!

Professional development opportunities abound at NCaeyc's Annual Conference. Be sure to take advantage of each of these conference components.



Name Badge

Your name badge is your passport to Conference activities and sessions—be sure to wear it at all times.

Accredited Center or College Name Badge Ribbons

If you are employed at an NAEYC Accredited Center or College, we want to recognize you! Come by the Registration Booth for a special name badge ribbon that recognizes your commitment to excellence.

Session Handouts/Gleaning Tables

Check with your Presenters to see if their handouts will be posted on the NCAeYC website (www.ncaeYC.org) after the Conference.

Glean Means Green & Clean

Special thanks to Mary Jo Deck for sparking this wonderful idea!

glean

verb \ˈglēn\

1: to pick up after a harvester; to clear a field of the leavings of reapers

2: to gather information bit by bit; to pick over in search of relevant material

3: a Session Handout recycling activity designed for NCAeYC Conference located in the Main Lobby in front of Registration

In the spirit of creating additional ways to care for the resources of our world, last year we introduced a new recycling activity.

Each day of the Annual Conference, presenters are invited to leave any leftover session handouts or materials at the Gleaning Tables. Conference attendees are welcome to participate in the gleaning of these surplus handouts and materials. All leftover materials are available on a first-come first-serve basis so check back frequently throughout Conference to glean useful materials to extend your learning when you return home. Invest in a sustainable best practice and access materials and resources for your programs and classrooms.

Come check out available resources at the **Glean Means Green** table in the main Lobby of the Raleigh Convention Center from 10:30 am – 5:30 pm on Friday and from 10:20 am – 1:30 pm on Saturday.

Evaluations

Your feedback is valuable and assists NCAeYC with planning future Conferences and sessions. Please complete the Conference Evaluation Form located on page 55 and place it in one of the boxes at the Registration area.

Contact Hour Credits, Certificate of Attendance

The North Carolina Division of Child Development and Early Education has approved contact hour credits for all Conference Sessions, including the Keynote Address. Use the form “Documentation of Professional Development Credit Hours” on page 53 and the Certificate of Attendance on page 54 to record your attendance at each session. Attendees are responsible for completing the title, presenter name(s), and topic for each session attended and maintaining this record (attendance is required in the entire session to receive credit). Licensed public school teachers should contact their district administrator to arrange for approval of sessions for Continuing Education Units. NCAeYC does not keep records of sessions attended.

Message Center

Messages for Conference attendees can be posted at the Registration area (third floor/main level).

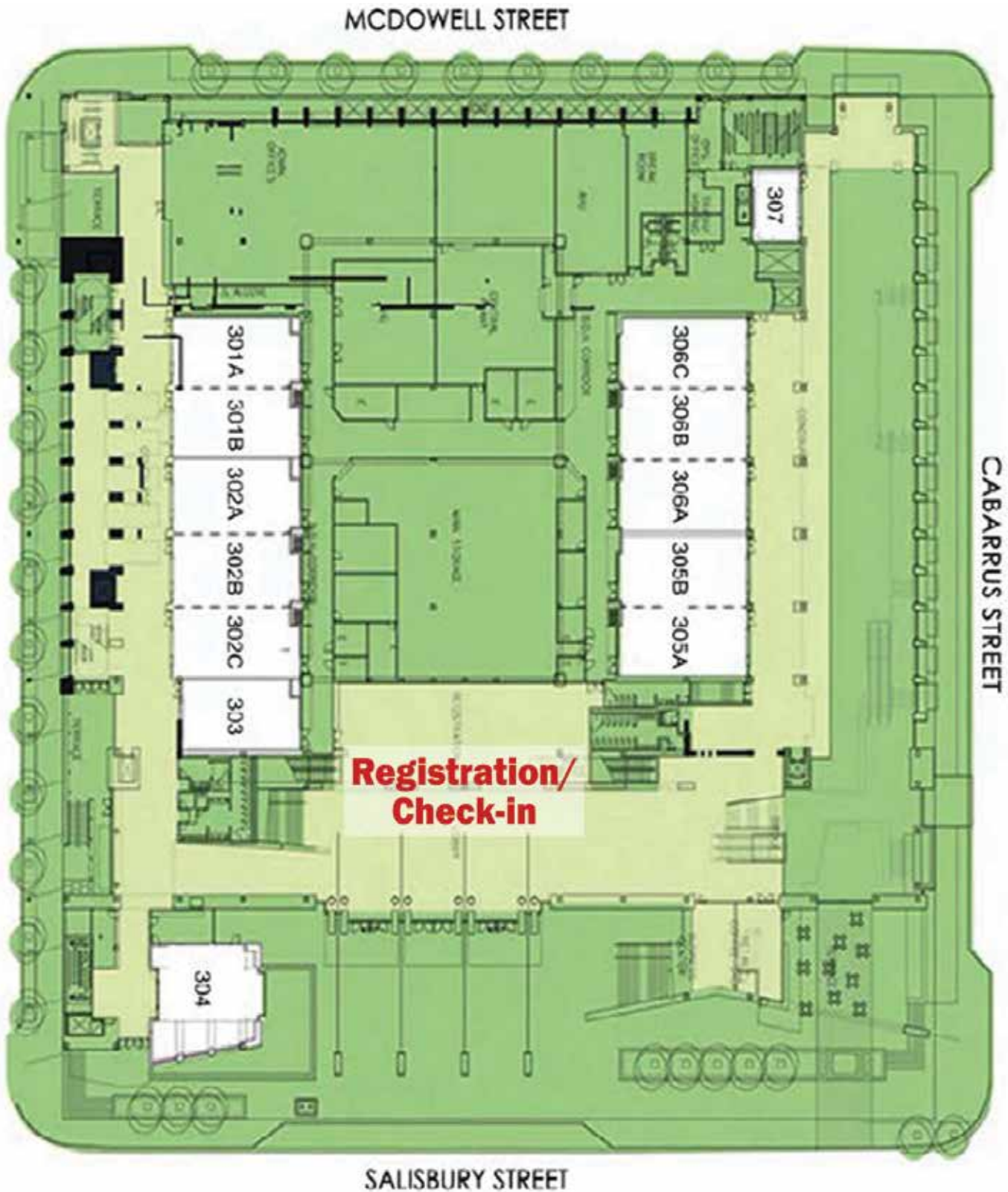
City of Raleigh Information Booth

The Greater Raleigh Convention and Visitors Bureau Center Information Booth is adjacent to Registration. Helpful volunteers can answer questions and provide maps and brochures to enhance your stay in Raleigh.

Convention Center Information

- The Convention Center is accessible for persons with disabilities. Please inquire at Registration if assistance is needed.
- Temperatures throughout the Convention Center vary, so please dress in layers. T-shirts and sweatshirts are available for purchase at the NCAeYC Sales Booth near Registration.
- Lost and Found is located at Registration.
- The Convention Center and Hotels are smoke-free buildings.
- **For medical assistance, or any emergency, please alert a Convention Center employee, an NCAeYC Board or Staff member or come to Registration.**

Map of Third Floor/Main Level Classrooms



200 level rooms are located one floor below the main lobby and the Keynote will be in Ballrooms one floor above the main lobby.

Vendor Spotlight

Friday 4:30–5:30 pm

Throughout the 3rd Floor Main Level

Vendors help make our NCaeyc Conference possible! Connect with them throughout the day to see the latest in early education products and services and to enter for a chance to win amazing door prizes during the Vendor Spotlight! Check out the displays of classroom, computer and playground products and imagine the possibilities for your program! Learn about assessments, curricula and educational supports that can enhance your program's quality. Check out great services that increase positive impact on professionals, children and families. Enjoy shopping for fun and unique early education resources and materials such as CDs, t-shirts, books and classroom materials. Your vendor shopping experience is further enhanced by the availability of additional products such as jewelry, totes, handmade soaps and candles. You can find a full listing of all vendors on pages 56 – 57. Must be present at "Vendor Spotlight" to win door prizes! Special time set aside bright and early Saturday morning from 8:00 – 9:00 am for you to "Visit with Vendors" at each of their booths!

NCaeyc Vendor Spotlight Raffle Instructions

- Receive raffle tickets directly from Vendors as you visit with them throughout the day.
- Enter to win by placing your tickets into the sand pails at the Vendor Booths.
- The more Vendors you visit, the more chances you have to win a prize!
- The winners will be announced during the Vendor Spotlight times on Friday from 4:30 – 5:30 pm. Must be present to win.

GET GEARED UP!

Stop by the NCaeyc Merchandise Booth on the Third Floor/Main Level near Registration to get your NCaeyc gear: T-shirts, sweatshirts, beverage cups and more!

Stay hydrated throughout Conference with an NCaeyc insulated cup for only \$5! Hurry and get yours while supplies last! Keep it filled at the complimentary water coolers located throughout the Convention Center.



In and Around Raleigh

Transportation

When you have finished your last workshop of the day and want to explore downtown Raleigh and the restaurant district, you can hop on one of the eco-friendly transportation systems.

- **R-Line:** a free circulator bus service in downtown that will drop you off at various stops within downtown Raleigh. You can visit museums, shops, art galleries and restaurants.
- **CAT buses:** Raleigh provides bus service throughout the area, including many shopping malls
- **Raleigh Rickshaws:** Open air rickshaws pulled by bicyclists. The ride is free, but tips are encouraged. Enjoy a leisurely ride to a restaurant or cruise around just taking in the sites.

Raleigh Smart Card

Attendees receive a Smart Card in their Conference bag. These cards provide discounts as well as “two-for-one” deals offered by many of Raleigh’s merchants, restaurants and service providers. A list of participants will be provided with the card.

Museums

Raleigh is home to many fascinating museums. Visit the Museum of Natural Science, NC History Museum, Raleigh City Museum and the NC Museum of Art, all for free. Marbles Kids Museum and the Wells Fargo IMAX theater offer unique experiences and tons of fun!



Greater Raleigh Convention and Visitors Bureau (GRCVB)

GRCVB is here to help you experience the wonderful sites and sounds of our Capital City. Look for their information booths in the Raleigh Convention Center and the Marriott Hotel. They can answer questions about food, parking, transportation, shopping, discounts and more!

Places of Interest

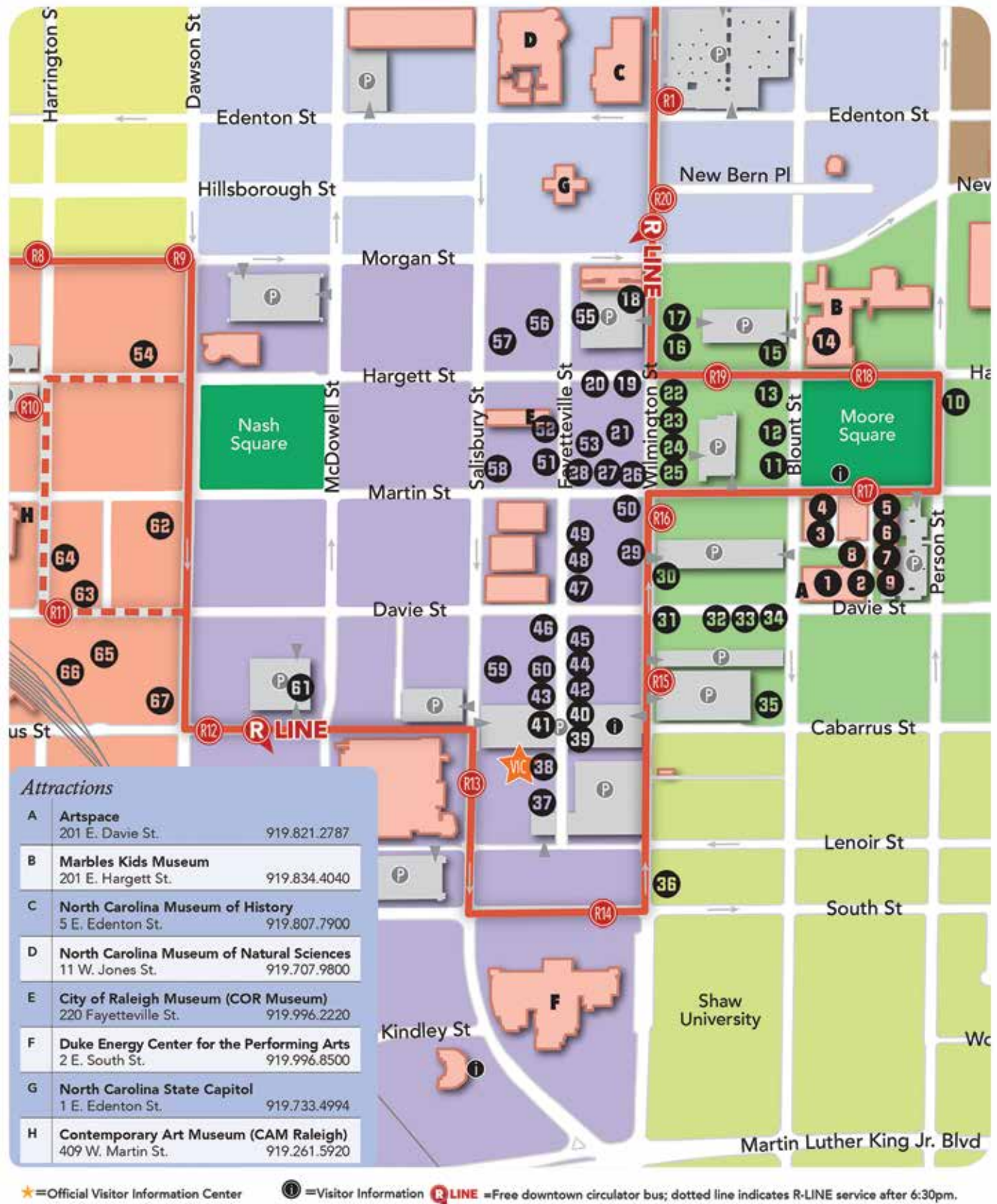
Raleigh is the capital of North Carolina and is the home of the Governor’s Mansion, the Legislative Buildings and the State Capital Building. There are many monuments and parks around the Conference site. Tours for some buildings are available.

Food and Beverage

There are many great dining options within walking distance or located along the R-Line.

- For quick snacks and beverages on Friday from 7:00 – 11:00 am, visit Java Sweets on the Main Level (Third Floor) of the Convention Center.
- Lots of great options abound for lunch!
- On Fayetteville Street, just steps away from the Convention Center on the other side of the hotels, options include: FireWok, Jimmy John’s Subs, Shish Kabob, Z Pizza, and LaVolta. Jimmy V’s Osteria & Bar is located in the Sheraton Hotel and Posta Tuscan Grille is located in the Marriott Hotel.
- On Salisbury Street diagonally across from the Convention Center is Sam and Wally’s.
- Starbucks is located across the street from the Convention Center in the Marriott Hotel.
- Chick-fil-A is an easy walk just one block from the Convention Center on the corner of Fayetteville and Davie Streets.
- The hardest part about dinner will be deciding which of the fantastic options to select. Be sure to check the listing of local restaurants that provide great discounts when you use your Smart Card.

Map of Downtown Raleigh Area



Downtown Restaurants

KEY: Price range: \$=meal for 2 people under \$20; \$\$=meal for 2 people \$20-\$40; \$\$\$=meal for 2 people more than \$40; Meals served: B=breakfast; L=lunch; D=dinner; Br=brunch; Ln=late night; • = open daily; CS= closed Sundays; CM=closed Mondays; CW=closed weekends.

RESTAURANT NAME	ADDRESS	PHONE	CUISINE STYLE	PRICE RANGE	MEALS SERVED	WEEKEND HOURS
1 El Rodeo	329 S. Blount St.	919.829.0777	Mexican	\$	L, D	•
2 Cupcake Stop Shop	300 Blake St.	919.802.2726	Bakery	\$	L	•
3 Woody's City Market	205 Wolfe St.	919.833.3000	American	\$	L, D, Ln	•
4 Battistella's	200 E. Martin St.	919.803.2501	Cajun/Creole	\$\$	L, D, Br	•
5 Subway	220 E. Martin St.	919.828.9977	American	\$	B, L, D	•
6 Benelux Café	309 Blake St.	919.926.8796	Coffeehouse	\$	B, L, D	•
7 Troy Mezze Lounge	317 Blake St.	919.834.8133	Middle Eastern	\$\$	L, D, Ln	•
8 Big Ed's City Market	220 Wolfe St.	919.836.9909	Southern	\$	B, L	•
9 Vic's Italian Restaurant	331 Blake St.	919.829.7090	Italian	\$\$	L, D	CS
10 Mo's Diner	306 E. Hargett St.	919.856.0980	American	\$\$\$	D	CS
11 Bida Manda	222 S. Blount St.	919.829.9999	Pan-Asian	\$\$	L, D, Ln	CS
12 Tir Na Nog	218 S. Blount St.	919.833.7795	Irish Pub	\$\$	L, D, Br, Ln	•
13 Caffè Luna	136 E. Hargett St.	919.832.6090	Italian	\$\$	L (M-F), D (W-Sa)	CS
14 Pogo	201 E. Hargett St.	919.834.1135	American	\$	L	•
15 Remedy Diner	137 E. Hargett St.	919.835.3553	American	\$\$	L, D	•
16 Sitti	137 S. Wilmington St.	919.239.4070	Middle Eastern	\$\$	L, D	•
17 Gravy	135 S. Wilmington St.	919.896.8513	Italian	\$	L (M-F), D	•
18 Centro	106 S. Wilmington St.	919.835.3593	Mexican	\$	L (M-Sa), D (W-Sa)	CS
19 Raleigh Times	14 E. Hargett St.	919.833.0999	American	\$\$	L, D, Ln	•
20 Morning Times	8 E. Hargett St.	919.836.1204	American	\$	B, L, D	•
21 Quiznos	1 Exchange Plaza, Ste. 115	919.836.0034	American	\$	L	•
22 Joulé Coffee	223 S. Wilmington St.	919.424.7422	Coffeehouse	\$	L, D, Br (Su-W), LN (Th-Sa)	•
23 Busy Bee Café	225 S. Wilmington St.	919.424.7817	American	\$\$	L, D, Ln	•
24 Chuck's	237 S. Wilmington St.	919.322.0126	American	\$\$	L, D	•
25 Beasley's Chicken & Honey	237 S. Wilmington St.	919.322.0127	Southern	\$\$	L, D, Br	•
26 Square Rabbit	19 E. Martin St., Ste. 100	919.829.9223	American/Bakery	\$	L	CS
27 Mecca Restaurant	13 E. Martin St.	919.832.5714	American	\$	B, L, D	CS
28 Garland	14 W. Martin St.	919.833.6886	Pan-Asian	\$	D	CM, CS
29 Manhattan Café	320 S. Wilmington St.	919.833.6105	Deli/Café	\$	B, L	CS
30 Clyde Coopers BBQ	327 S. Wilmington St.	919.832.7614	Barbecue	\$	L, D	CS
31 Buku	110 E. Davie St.	919.834.6963	Pan-Asian	\$\$	L, D, Ln, Br	•
32 Sosta Café	130 E. Davie St.	919.833.1006	Deli/Café	\$	B, L	CW
33 Dickey's Barbecue Pit	170 E. Davie St.	919.809.8830	Barbecue	\$	B (M-F), L, D	•
34 Oak City Meatball Shoppe	180 E. Davie St.	919.714.9014	Italian	\$	D	CS
35 Calavera	444 S. Blount St., Ste. 101	919.617.1661	Central American	\$\$	L (M-F), D, Ln	CS
36 McDonald's	105 E. South St.	919.833.7800	American	\$	B, L, D	•
37 Posta Tuscan Grille	500 Fayetteville St.	919.227.3370	Italian	\$\$\$	B, L, D	•
38 Starbucks	500 Fayetteville St.	919.334.9894	Coffeehouse	\$	B, L, D	•
39 Crema City Plaza	421 Fayetteville St., Ste. 101	919.834.7279	Deli/Café	\$	B, L, D	•
40 Z Pizza	421 Fayetteville St., Ste. 103	919.838.0681	Pizza	\$	L, D	•
41 Firewok	442 Fayetteville St.	919.821.8089	Pan-Asian	\$	L, D	CS
42 Jimmy Johns	437 Fayetteville St.	919.754.0101	American	\$	L, D	•
43 Shish-kabob	438 Fayetteville St.	919.833.4005	Mediterranean	\$	L, D	•
44 La Volta Italiano	411 Fayetteville St.	919.838.8700	Italian	\$\$	L, D	CS
45 Plaza Café	410 Fayetteville St., Ste. 109	919.758.8759	Deli/Café	\$	B, L	CW
46 Chick-Fil-A	400 Fayetteville St.	919.834.3875	American	\$	B, L	CW
47 Sono	319 Fayetteville St.	919.521.5328	Pan-Asian	\$\$\$	L (M-F), D	•
48 The Oxford	319 Fayetteville St.	919.832.6622	New American	\$\$	L, D, Ln	•
49 Zinda	301 Fayetteville St., Ste. 120	919.825.0995	Pan-Asian	\$\$	L, D, Ln	CS
50 Oro Restaurant	18 E. Martin St.	919.239.4010	New American	\$\$	L, D, Ln	•
51 Subway	234 Fayetteville St.	919.615.2670	Deli/Café	\$	B, L, D	•
52 The Big Easy	222 Fayetteville St.	919.832.6082	Cajun/Creole	\$\$	L, D, Ln	•
53 Bolt Bistro & Bar	219 Fayetteville St.	919.821.0011	American	\$\$	L, D, Br (Sa-Sun), LN	•
54 Cafe de los Muertos	300 Hargett St.	919.699.7480	Coffeehouse	\$\$	B, L, D	•
55 Crema on Fayetteville	121 Fayetteville St., Ste. 110	919.832.5959	Coffeehouse	\$	B (M-F), L, D (M-Sa)	•
56 Café Carolina	150 Fayetteville St.	919.834.9117	American	\$	B, L	CW
57 Subway	126 S. Salisbury St.	919.828.0009	American	\$	B, L, D	•
58 Capital Club 16	16 W. Martin St.	919.832.6866	New American	\$\$	L (Su-F), D (T-Sa)	•
59 Sam and Wally's	434 Fayetteville St.	919.829.7215	American	\$	B (M-F), L	CS
60 Jimmy V's Osteria & Bar	420 Fayetteville St.	919.256.1451	Italian	\$\$	B, Br, L, D	•
61 Poole's Diner	426 S. McDowell St.	919.832.4477	American	\$\$	D (T-Sa), Br, D (Su)	CM
62 Brewmasters Bar & Grill	301 W. Martin St.	919.836.9338	American	\$\$	L, D, Ln	•
63 The Pit Authentic BBQ	328 W. Davie St.	919.890.4500	Barbecue	\$\$	L, D	•
64 Humble Pie	317 S. Harrington St.	919.829.9222	Spanish/Tapas	\$\$	D (T-Sa), Br (Su)	CM
65 Jose and Sons	327 W. Davie St., Ste. 102	919.755.0556	Mexican	\$\$	L, D, Br (Su)	CM
66 Tuscan Blu	327 W. Davie St.	919.834.5707	Italian	\$\$	L (M-F), D (T-Sa)	CS
67 Fiction Kitchen	428 S. Dawson St.	919.831.4177	Vegetarian/Vegan	\$\$	D (T-Th) D, L (F-Sa)	CS

©2014 Greater Raleigh Convention and Visitors Bureau. Though every effort has been made to ensure accuracy, GRCVB cannot assume responsibility for errors or omissions. A skip in the numbering sequence indicates an opening or closing. Information current as of 2.28.14.

IN AND AROUND RALEIGH

Get Connected at L.A. Corner

Visit L.A. Corner to meet Local Affiliate Leaders

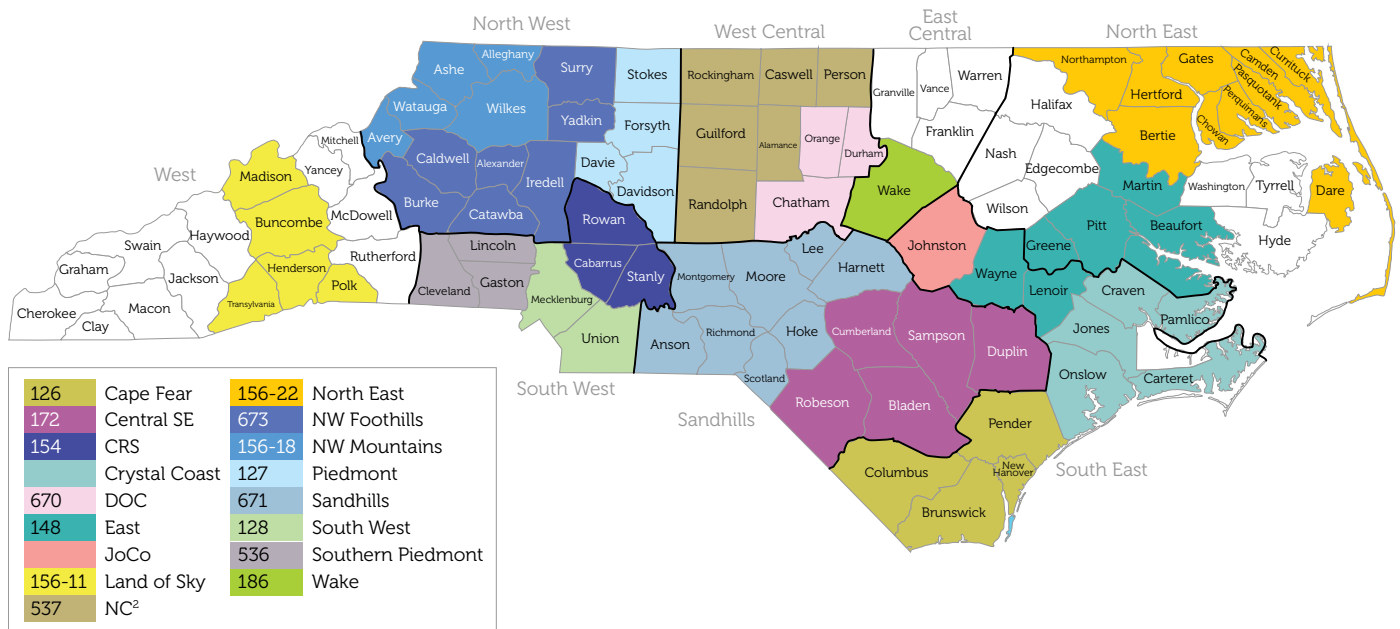
Meet up with Local Affiliate Leaders to discover how you can get engaged in professional development events and activities in your area. Local Affiliates are regional groups of NCAeYC members who are committed to bringing high-quality early education and care to all young children. Members join together to network, access resources and improve their practice.

Engagement and leadership opportunities exist across the state. We need YOU to make a difference in your community!

L.A. Corner is located on the 3rd Floor Main Level near Registration.

NCAeYC Local Affiliate Map

NCAeYC Board Regions noted w/black outline



Local Affiliate Counties

Cape Fear: Brunswick/Columbus/New Hanover/Pender

Central South East: Cumberland/Robeson/Sampson/Bladen/Duplin

CRS: Cabarrus/Rowan/Stanly

Crystal Coast: Onslow/Jones/Craven/Pamlico/Carteret

DOC: Durham/Orange/Chatham

East: Beaufort/Martin/Pitt/Lenoir/Greene/Wayne

JoCo: Johnston

Land of Sky: Buncombe/Henderson/Transylvania/Polk/Madison

NC²: Rockingham/Guilford/Randolph/Alamance/Caswell/Person

North East: Northampton/Hertford/Bertie/Chowan/Perquimans/Pasquotank/Dare/Camden/Currituck/Gates

Northwest Foothills: Iredell/Alexander/Catawba/Surry/Yadkin/Burke/Caldwell

North West Mountains: Watauga/Avery/Ashe/Wilkes/Alleghany

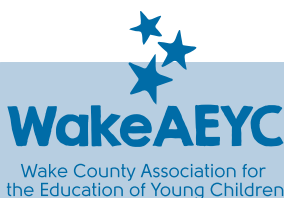
Piedmont: Forsyth/Stokes/Davie/Davidson

Sandhills: Moore/Lee/Montgomery/Richmond/Scotland/Hoke/Harnett/Anson

Southwest: Mecklenburg/Union

Southern Piedmont: Gaston/Lincoln/Cleveland

Wake: Wake



Attention WakeAEYC members: Save the Date for our Annual Meeting on Thursday, October 2 at Wake County Smart Start.

NCaeyc Photobooth: Playful Pictures with a Purpose!

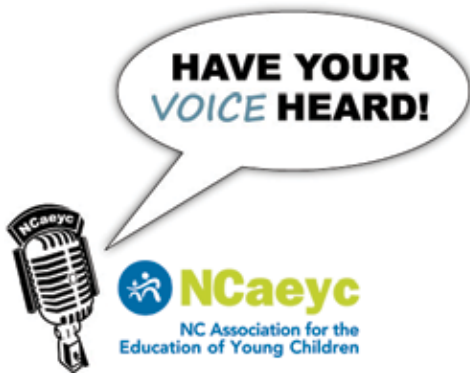
A picture is worth a thousand words. So come join the fun at NCaeyc's Photobooth to have your photo made either individually or with a group. Choose from a wide variety of fun props that convey your sense of style and playfulness.

But there's a purpose to our play as well. Consider the power of a picture! Select from a variety of playful yet powerful advocacy messages or write your own to show your commitment to excellence in early care and education.

With your permission, pictures will be shared on our Facebook page and used in a variety of ways such as on our website, in Milestones and various advocacy activities.

Photobooth is located on the 3rd Floor Main Level.

It will be open for your enjoyment and advocacy on Friday from 8 am until 5:30 pm, and Saturday from 8:00 - 11:30 am.



"Like" NCaeyc on Facebook to view, download, and tag your Photobooth pictures and all of the great pictures from this year's Conference!

Take time to visit the North Carolina Early Childhood Active Play Alliance's PlayMobile!



The PlayMobile has been in action since 2013 thanks to funding from the Blue Cross and Blue Shield of North Carolina Foundation. The PlayMobile is a portable storage unit filled with miscellaneous scrap, various loose parts, and traditional playground equipment that encourages physical activity, creativity, and learning through play. The PlayMobile's loose parts can transform any space into a rich play environment that includes several unique play settings and encourages various types of play. Through its travels, the unit has added play to almost 10,000 young children's day in more 16 counties!

The PlayMobile's objectives are to increase physical activity during outdoor time, enhance and diversify outdoor play opportunities, engage more children in outdoor playtime, and to increase the number of children and families exposed to loose parts play.

In addition to the PlayMobile initiative, the Active Play Alliance supports North Carolina's PlayDaze! These are days that celebrate the value of play and are designed to provide diverse play activities for toddlers to grandparents! Schools, child care centers, organizations, churches, families, and communities are urged to create an event and/or participate in PlayDaze lasting one hour up to an entire weekend, the choice is yours. An organized event can be as small as an intimate neighborhood gathering or as large as a massive park event. The point is to play for the sake of playing, to be physically active, to challenge each individual to be creative in mind and body, to take risks, to make individual choices, to connect with their family, friends, neighbors and community, and share in the joy of discovery and interaction without the need for competition. Children of all ages need opportunities for play!

For info on PlayMobile or PlayDaze, contact Evie Houtz at 919-287-7012 or evie@beactivekids.org.

See the PlayMobile in action on Saturday from 11:00 am – 4:00 pm as part of the playSPARK at SPARKcon! After your NCaeyc Conference experience, join us as we show Raleigh what the PlayMobile and PlayDaze are all about. SPARKcon is Raleigh's annual Festival of Creativity that fills the downtown streets with activities, performances and displays of fun, music, imagination and innovation. Check it out Friday – Sunday, September 12 – 14 throughout downtown Raleigh.

Learn more at www.sparkcon.com.



PlayDaze Parade: Marching with a Message

Saturday 1:40 – 2:00 pm

Gather in the lobby at the end of the last session

Help take our Conference theme of “Promoting PLAY: Powerful Learning Across the Years” far beyond the walls of the Raleigh Convention Center. Spread the word about the importance of play in children’s and adult’s lives and learning. Be an advocate for excellence in early care and education.

Join NCaeyc and Be Active Kids® for a very special “PlayDaze Parade”! Gather in the lobby of the Convention Center at the end of the last session on Saturday. Get geared up with fun hats and decorations to share our playful vibe. Help us spread play-filled, powerful advocacy messages by being a sign carrier. We will parade our way over to Fayetteville Street to celebrate the presence of The PlayMobile as a brand new “playSPARK” at Raleigh’s annual “SPARKcon”. Hang out and have fun helping NCaeyc and Be Active Kids bring the play to life for all to see, appreciate and join in!



Keynote Session

Friday 1:00 – 2:30 pm Ballroom A on Fourth Floor

NCAeyc is honored to welcome Dr. Jean as our 2014 Keynote Speaker!

DR. JEAN FELDMAN

Kids Just Wanna Have Fun (And teachers do, too!)

Join Dr. Jean and discover that it's all right to have a good time as you learn! You'll sing, dance, cheer, and remember how much FUN teaching can be! Highlights will include songs to nurture literacy skills; movement activities to release wiggles; and how to celebrate every day.

Dr. Jean's noteworthy educational career has spanned more than 40 years. She has served as a classroom teacher, instructor of adults, author, and consultant. Dr. Jean is a member of the National Association for the Education of Young Children, the National Kindergarten Alliance, and the International Reading Association.

Dr. Jean inspires teachers across the country with her engaging songs and creative activities that help make teaching and learning FUN!

Book Signing and Meet and Greet with Dr. Jean at her booth on the 3rd Floor before and after the Keynote.



FEATURED SESSIONS

Student Motivation and Engagement: Informing Classroom Practice, Parts 1 & 2

Adam Holland | **Friday, September 12, 8:00 – 9:30 am & 10:00 – 11:30 am in 304**

A two-part session. Current classroom approaches to student motivation rely largely on antiquated theory. Therefore, the introduction will focus largely on problematic aspects of how this theory plays out in classrooms. Then, we discuss a more modern theory of motivation and explore some practical applications. The focus will largely be on classroom management, concentrating on ways to improve student engagement and decrease teacher stress. The next session will delve even deeper into practical applications, addressing topics such as tattling, bathroom time, lining up, and persistent misbehavior. Time will be allotted to discuss issues provided by participants as well. Finally, another modern theory of motivation will also be presented, along with implications for pedagogy and collaborative inquiry.

Our 4 Brains—Building Communication Strategies and Brain Power—Whole Brain Learning the Fun Way!

Lillian Hubler and Juliet Schuelke | **Friday, September 12, 10:00 – 11:30 am in 301A**

This innovative and enriching session describes and demonstrates techniques to enhance learning and help children maximize their brain's fullest capabilities. Participants will learn fun and revolutionary practices on how to use sign language and other visual strategies to develop communication capabilities, routine building, pictorial scheduling, visual classroom rules, music and games which will provide powerful life learning effects for the home and classroom environments. Learn the 6 Communication Benchmarks of children to designate the correct classroom roles.

Visual Arts and Creative Expression: Playful Learning at its Finest

Eva Phillips | **Friday, September 12, 10:00 – 11:30 am in 306A**

Are you someone who says, "I can't do art"? Join other early childhood colleagues to think about, discuss and actively explore the world of visual arts in Pre-Kindergarten and Kindergarten. Learn about the essential nature of the creative art process within an environment that encourages play and creativity, all the while meeting early learning and common core state standards. Step outside your comfort zone as we use a variety of art materials to create and learn new strategies for enhancing children's opportunities for creative expression, as well as your own.

Reading Giraffe—Where Books Run Wild!

Derick Wilder | **Friday, September 12, 10:00 – 11:30 am in 306B**

Reading is a key that opens the door to a lifetime of learning by tapping into a child's imagination! In this interactive session, we'll dive into picture books and share the secrets for making read-aloud sessions come alive. But that's just the beginning! In order to engage our little visual, auditory and kinesthetic learners, we'll create craft projects and participate in role-playing games built around each story's themes and characters. Our goal is to inspire a life-long passion for reading by making books fun and adventurous! We'll share over a dozen of my kids' favorite stories!

Building Your Bounce: Simple Strategies to Promote Adult Resilience

Nefertiti Bruce-Poyner | Friday, September 12, 10:00 – 11:30 am in 402

The quality of service that adults provide to children and families is directly impacted by the manner in which they care for themselves. This training explores the importance of taking care of promoting the social and emotional health of the caregiver. Learn how this has an impact on their ability to care for children and specific, simple, inexpensive strategies to reduce stress and promote the adult's social and emotional health.

How to Be an Effective On-Line Student

Kim-Tai DeMars and Gillian Gansler | Friday, September 12, 10:00 – 11:30 am in 304

This session takes a look at the different types of on-line choices that are available. How do you make sure you are choosing the right one? Come and join us for a trip into the on-line world of learning.

How to Run A Child Care Business More Effectively

Rhonda Clark | Saturday, September 13, 9:00–10:20 am in 304

Tools and tips to assist you in providing high quality services to your children and families and ensure you are running your small business effectively.



Art That's From the Heart! Activities that Promote Creativity and Thinking

John Funk | Friday, September 12, 3:00 – 4:30 pm in 306A

Tired of the same art projects every year? When chosen carefully, art activities can promote and generate creative and critical thinking. Learn the many uses of paper, paint, crayons, tools, hands, feet, and partners to inspire engagement in young children. Participate in activities and apply principals to determine the thinking skills involved. Explore the relevancy of "thinking outside the box" and how art activities can be used in every academic domain.

Once Upon a Time...What's New in Children's Literature!

John Funk | Saturday, September 13, 9:00 – 10:20 am in 402

Too busy teaching to look for new children's literature titles that will enhance your classroom and curriculum? Discover recently published and engaging books. Learn to filter good books from mediocre titles and how to enrich your children's experience with print. Use books as a foundation for close reading activities that will support early childhood children to become future readers or more efficient readers.



Meet and Greet with NAEYC's Executive Director Rhian Allvin

Rhian Allvin | Friday, September 12, 3:00 – 4:30 pm in 307B

Rhian will share updates from NAEYC and will hear from our North Carolina members and Conference attendees.

Using a BIG Voice: Teaching the Skills of Assertiveness & Communication

Kim Hughes | Friday, September 12, 3:00 – 4:30 pm in 402

Children must learn that they teach others how to treat them. Conferees will understand how to use conflicts as an opportunity to teach students life skills and focus on assertive solutions by teaching both victims to use a self-assured voice and bullies to use effective verbal communication. Walk away from this session with a better understanding of Conscious Discipline and its role in building new skills and resources turning classroom struggles into shared cooperation by using conflicts as an opportunity to teach missing social-emotional skills.

SEAL–Social, Emotional Academic Learning Using ASL to Enhance Social and Emotional Learning, Fun Play Activities; and Improve Classroom Management

Lillian Hubler and Juliet Schuelke | Saturday, September 13, 9:00 – 10:20 am in 301A

Participants will learn how to use positive language and sign language for play to learn routines, visual cues, and great signs to enhance classroom management and have smooth, quiet transitions.

Move and Groove by 2

Derick Wilder | Saturday, September 13, 10:40 – 12:00 pm in 301A

Bring your sneakers and get ready to move! Young children begin the learning process through movement—we literally develop their brains as we develop their muscles. In this highly interactive workshop, we'll examine an array of movement activities and simple, fun games that get our little ones on the path to a dynamic future. By engaging their imaginations and playing age-appropriate games, we can help ensure that our next generation is healthy and happy!

Pre-Conference Sessions*

Thursday, September 11, 8:30 am – 4:30 pm

Guiding Infant Toddler Early Learning Using the NC Foundations

Stephanie Granek, Child Care Services Association | 306A

The NC Foundations for Early Learning and Development is designed to be a resource for educators, families and others involved in early care and education. Come see how this document provides a better understanding of the 5 domains of learning and how early experiences that integrate all areas foster the development of the “whole child”. We will explore supportive practices used in everyday situations that represent the guiding principles of early learning and development. Emphasis will be placed on the Goal and Developmental Indicator Continuum in order to recognize the unique developmental characteristics of infants and toddlers and help you prepare to meet their individual needs. You will discover ways you can use the NC Foundations as a tool for planning developmentally appropriate experiences that support early learning. Please bring your copy of the NC Foundations for Early Learning and Development with you.

This training provides information that supports the ITES-R subscales: Listening and Talking, Activities, Interaction and Program Structure. (DCDEE 1,2,3,5,7,8)

Thursday, September 11, 8:30 am – 4:30 pm

Natural Playwork: Children’s Play and Playwork in Natural Environments

Linda Kinney, NC Zoo | 306B

This session emphasizes play in nature and how to take advantage of the many affordances provided by the natural world. Learners will determine creative approaches to planning for play and practical applications for playwork outdoors. Learners will “play with” aspects of nature and play, and explore their combined application in outdoor play and learning environments. This course provides strategies for incorporating nature play into curriculum, lesson plans, and everyday life, enhancing children’s opportunities for exploration and play outside.

** .5 CEUs are being offered for each course.*

**The Pre-Conference schedule includes a 15 minute break in the morning, a 1.5 hour lunch break, and a 15 minute break in the afternoon.
See pages 7 – 9 for a listing of places to grab a quick snack or lunch.**

NCAeyc recognizes and congratulates this year’s Conference Scholarship Recipients:

- Aisha Cotton
- Autumn Shaffer
- Carolyn Cullen
- Charon Davila
- DeAnna Finger
- James Beasley
- Jennifer Giles
- Jennifer Lacewell
- Joanne Carlson
- Joy Brewington
- Judy Gardiner
- Kaelyn Newton
- LaTonya Brown
- LaToya Myers
- Lauren Daniel
- Lindsey Main
- Mary Johnson
- Sandra Athey
- Susan Brown
- Trista Williams

DAP Showcase: Excellence in Action

Friday, 9:00 am – 4:30 pm and Saturday 8:30 am – 12:00 pm

Third Floor Main Level, near the 306 Classrooms

Learn more about what it means to apply *Developmentally Appropriate Practice* as you take an up close look at high quality teacher-made materials, documentation panels, displays and portfolios. Items are on loan from Early Childhood Professionals from across North Carolina. Please feel free to take pictures and notes, but not the items on display!

- **DAP is about being intentional:** Thoughtful, considered approaches help you select strategies that best fit the learning situation and purpose of the experience.
- **DAP helps guide decision-making:** Positive outcomes arise from basing plans and actions on evidence-based knowledge and practices that respond to children's needs, interests and skill levels.
- **DAP supports excellence in care and education of young children:** Respectful, responsive care and education provides immediate and long-term positive benefits for children, families, professionals and our society.

DAP Showcase NOTES

Cool idea!

I can make that!

Inspired to be Intentional

*Great idea to document
children's learning:*

Notes to self:

Table Talks Resource Fair

Friday, September 12, 9:00 am – 3:30 pm

Third Floor/Main Level near the 301 Classrooms

Table Talks Resource Fair is designed to connect attendees with resources and representatives from NCAeyc's partner agencies across the state. We hope this opportunity will increase understanding of and access to resources and services that will help promote excellence in early care and education.

Partner Agencies for Table Talks Resource Fair at NCAeyc's 61st Conference:

Agency/Project	Website or Contact
Be Active Kids	www.beactivekids.org
A signature program of Blue Cross and Blue Shield of North Carolina Foundation, this program is dedicated to improving the health of young children in North Carolina ages birth to five and to individuals caring for them through physical activity, related support, and resources.	
Child Care Services Association	www.childcareservices.org
Child Care Services Association (CCSA) is a non-profit agency located in Chapel Hill, NC dedicated to ensuring affordable, accessible, high quality child care for all young children and families. The Triangle Area Child Care Resource & Referral Services Division provides support to child care center staff and family child care home providers as they work to improve program practices and standards in an effort to increase or maintain high star-ratings.	
Conscious Connections	www.getmecc.com
Conscious connections is a behavior management and educational consulting firm serving teachers, child caregivers, parents, and educational programs who seek to build highly effective, positive relationships with those in their charge.	
Early Educator Support, Licensure and Professional Development (EESLPD) Unit, DHHS–Division of Child Development and Early Education	www.ncchildcare.dhhs.state.nc.us/general/mb_ncPre-K_detail.asp
The Early Educator Support, Licensure and Professional Development (EESLPD) Unit in the Division of Child Development and Early Education manages all aspects of teacher licensure for Early Education Teachers with, or eligible for, a NC Teaching License, who work in nonpublic early childhood programs. Services are provided according to NC State Board of Education policy and NC Department of Public Instruction licensure requirements.	
Healthy Social Behaviors in Child Care Centers	sbrawley@childcareresourcesinc.org
In 2005, NC established the statewide Healthy Social Behaviors initiative to provide specialized consultation, technical assistance and training focused on identifying, preventing, and addressing challenging behaviors in young children in child care centers. Utilizing CSEFEL's Pyramid Model and related strategies suggested by Dr. Becky Bailey, HSB Specialists seek to promote social competencies in all children in child care centers, help teachers determine strategies to teach children socially appropriate behaviors, work with teachers to enhance classroom management techniques, and promote child-centered learning activities that promote pro-social behaviors, and provide educational resources through articles and professional development events to others interested in promoting the social-emotional health of NC's young children.	
NCCAN!	www.ncchildrenandnature.org
The mission of the North Carolina Children and Nature Coalition (NCCANN!) is to establish a relationship between children of North Carolina and the natural world by bringing together people and organizations to strengthen, broaden, and support efforts that build these connections.	
NC Child Care Health and Safety Resource Center	www.healthychildcarenc.org
The NC Child Care Health and Safety Resource Center promotes safe and healthy environments for children in child care settings. We provide information, resources, and referrals on topics related to child health and health and safety in child care to the child health and child care communities.	
NC Department of Public Instruction–Office of Early Learning–Demonstration Program	www.ncpublicschools.org/earlylearning
The North Carolina Department of Public Instruction's Office of Early Learning believes a strongly aligned, high-quality early learning experience increases success for all children in school and life. Therefore, this office exists to collaboratively reform and support a more coherent and aligned approach to teaching and learning from early care and education to the primary grades and beyond. The Demonstration Program offers the opportunity to visit inclusive preschool and Kindergarten classrooms to view effective practices. The programs lead by modeling, sharing, promoting, and articulating effective learning environments, curricula, and instructional practices to ensure optimal learning and development for all children.	

NC Division of Child Development and Early Education (DCDEE) www.ncchildcare.nc.gov

DCDEE Feedback–Step right up to leave a comment, suggestion, or any type of feedback. You have a voice and we want to hear it. Also, DCDEE phone numbers have changed; please pick up the handout with commonly used DCDEE phone numbers so that you can reach us any time.

NC Early Childhood Association (NCECA) www.ncearlychildhoodassoc.com

The North Carolina Early Childhood Association has been a voice for children in North Carolina for over 40 years. Our focus is on advocacy efforts and training for state early childhood staff.

NC Infant Toddler Enhancement Project lanierd@childcareservices.org

In 2004, North Carolina, through the NC Division of Child Development and Early Education, established a Statewide Infant and Toddler Enhancement Project with the goal of improving the quality and availability of infant/toddler care in North Carolina. The Infant Toddler Specialists provide services statewide with infant and toddler resources, technical assistance for child care programs and other community consultants and training specific to infant and toddler care. The foundation for project training and technical assistance includes the Program for Infant Toddler Care (PITC), the Pyramid Model for Promoting the Social and Emotional Competence of Infants and Young Children (CSEFEL), the ITERS-R and the NC Infant-Toddler Foundations. This project is managed by Child Care Services Association.

NC Institute for Child Development Professionals–EEC www.ncicdp.org

NC Early Educator Certification (EEC) is a professional certification held by early educators in North Carolina. Come learn more about the simple application process, renewal requirements and the personal and professional benefits.

NC Rated License Assessment Project www.ncrlap.org

NCRLAP's purpose is to conduct voluntary assessments for child care centers and family child care homes attempting to earn higher star rating in the North Carolina Star Rated License System.

Marbles Kids Museum www.marbleskidsmuseum.org

Marbles Kids Museum is a hands on, minds on children's museum that seeks to inspire imagination, discovery and learning through extraordinary adventures in play and larger-than-life Imax experiences.

Natural Learning Initiative elvalsin@ncsu.edu

Natural Learning Initiative promotes the importance of the natural environment in the daily experience of all children, through environmental design, action research, education, and dissemination of information.

NC Licensed Child Care Association www.nclcca.org

We are the only membership organization in the state whose focus is on licensed child care providers. We provide timely information and updates about issues impacting your center so that you can do your job each day and provide quality early education environments for children and families. We have legislative representation on the ground in Raleigh and NCLCCA staff working hard on issues related to rulemaking, subsidy, rated license, NC Pre-K and more.

North Carolina Child Care Coalition www.ncchildcarecoalition.org

Founded in 1990, the North Carolina Child Care Coalition is the only statewide advocacy coalition dedicated to promoting high quality, accessible, and affordable child care in North Carolina. The NC Child Care Coalition includes statewide organizations, regional and local child care agencies, child care providers, businesses, and individuals committed to improving the quality of child care and early education in North Carolina.

Our Children's Place www.ourchildrensplace.org

Our Children's Place (OCP) is a private nonprofit agency committed to the children of incarcerated parents. We strive to be the leading North Carolina advocate and educational resource focused on these children and the need for a statewide response to ensure their well-being.

T.E.A.C.H. and Child Care WAGES www.childcareservices.org

Child Care Services Association (CCSA) is a nonprofit agency located in Chapel Hill, NC dedicated to ensuring affordable, accessible, high quality child care for all young children and families. CCSA is the home of the T.E.A.C.H. Early Childhood Scholarship project and the Child Care WAGES project.



Office of Early Learning Demonstration Program presents:

Demonstration Sites of NC DPI Office of Early Learning, throughout Conference in Room 305B, featuring teachers and leaders from the Office of ELDP in the following sessions:

SESSION 1:

Why Play Is Important in Pre-K and K—Setting Up Your Environment for Play-based Learning
Amy Blessing, Juliana Harris, and Sarah Hopkins

A powerful classroom environment facilitates instruction and promotes differentiation. Come learn the benefits of environment and play-based instruction from 3 NC Demonstration Teachers. Take virtual tours of Pre-K and Kindergarten classrooms. Learn how to make the most out of any space while creating a child-centered classroom!

SESSION 2:

Block Center and Play in Pre-K and K
Amy Emerson, Bonita Haywood-Daniels, and Juliana Harris

Learn why building with blocks is a necessary part of high-quality Pre-K and Kindergarten classrooms! Learn how 3 NC Demonstration teachers use the block center to meet the goals and standards in both Foundations and the Common Core/ Essential Standards and support young children in becoming 21st century learners. Discover the stages of block play and how children in high quality classrooms develop as learners from Pre-K to Kindergarten as participants in the block center.

SESSION 3:

The Happy Talent (and Serious Business) of Dramatic Play
Marylee Sease and Lisa Bruggeman

In this climate of data-driven instruction and teacher effectiveness based on child outcomes, the benefits of play, specifically Dramatic Play, need to be recognized, utilized and articulated. View examples of children participating in high quality socio-dramatic play in Pre-K and Kindergarten classrooms. Two Pre-K Demonstration teachers and 2 Kindergarten Demonstration teachers will share strategies for intentionally implementing Dramatic Play center opportunities and effectively supporting learning. Engage in lively discussion, explore props, create a takeaway and ask questions.

SESSION 4:

The Power of Play and Investigation: Science in Early Childhood Classrooms
Sarah Hopkins and Gina Troball

An exciting look at Science across the Pre-K and Kindergarten continuum. Learn how to carry out science notebooking in a meaningful way for young learners. Experiment with materials that will cause your Science area to be fun and engaging. Gain experience looking for authentic assessment opportunities while your students are on the pathway to discovery!

SESSION 5:

Literacy Center in Pre-K and K: Supporting Literacy Development through Playful Learning
Amy Blessing and Connie Wells

Learn from 2 NC Demonstration Classroom teachers how effective early literacy instruction is embedded in play through the use of centers in Pre-K and Kindergarten classrooms. Discover how play-based instruction can offer meaningful learning experiences that support students working both independently and collaboratively to meet individual literacy goals. Gain insight on the seamless flow of literacy development from Preschool to Kindergarten.

SESSION 6:

Play in the Math and Manipulatives Center; Preschool and Kindergarten
Shari Funkhouser and Susan Choplin

There is no question that mathematics instruction in the preschool and Kindergarten classroom is imperative. Math and Manipulative centers can elicit wonderful opportunities for children to explore mathematics and for teachers to scaffold learning. View examples of children working in this center. 2 NC Demonstration Classroom teachers will share strategies for implementing a successful math center, effective ways to support learning in this center, as well as connections to outdoor learning, home-school connections, and assessment. Opportunities for questions and discussion.

Session Planning Form

Self-assessment and self-reflection are integral parts of professional development. Consider your strengths, interests and needs to help guide your session selections. Since session capacity varies and seats are on a first-come basis, list options just in case your first choice is full. We encourage you to spend time throughout Conference reflecting on your learning experience. Make notes of the skills and knowledge you will commit to immediately putting into action. Share your ideas and inspirations with others and seek ways to apply your learning as you continue on your professional development path.

Friday, September 12

SESSION 1 (8:00 am – 9:30 am)

First Choice Title:	_____	Room:	_____
Second Choice Title:	_____	Room:	_____
Third Choice Title:	_____	Room:	_____

SESSION 2 (10:00 am – 11:30 am)

First Choice Title:	_____	Room:	_____
Second Choice Title:	_____	Room:	_____
Third Choice Title:	_____	Room:	_____

SESSION 3 (3:00 pm – 4:30 pm)

First Choice Title:	_____	Room:	_____
Second Choice Title:	_____	Room:	_____
Third Choice Title:	_____	Room:	_____

Saturday, September 13

SESSION 4 (9:00 am – 10:20 am)

First Choice Title:	_____	Room:	_____
Second Choice Title:	_____	Room:	_____
Third Choice Title:	_____	Room:	_____

SESSION 5 (10:40 am – 12:00 pm)

First Choice Title:	_____	Room:	_____
Second Choice Title:	_____	Room:	_____
Third Choice Title:	_____	Room:	_____

SESSION 6 (12:20 pm – 1:40 pm)

First Choice Title:	_____	Room:	_____
Second Choice Title:	_____	Room:	_____
Third Choice Title:	_____	Room:	_____

Notes:

Regular Conference Sessions

Sessions that address multiple content areas are listed under each relevant topic area with session numbers.

SESSION NUMBERS AND TIMES

Friday, September 12		Saturday, September 13
Session 1: 8:00 – 9:30 am	Keynote: 1:00 – 2:30 pm	Visit With Vendors: 8:00 – 9:00 am
Session 2: 10:00 – 11:30 am	Session 3: 3:00 – 4:30 pm	Session 4: 9:00 – 10:20 am
Lunch: 11:30 am – 1:00 pm	Vendor Spotlight: 4:30 – 5:30 pm	Session 5: 10:40 am – 12:00 pm
		Session 6: 12:20 – 1:40 pm

To assist you in tracking and documenting your Contact Credit Hours, sessions are shown categorized by both DCDEE Topic Areas and NCDPI Licensure Standards.

Categorization of Sessions according to DCDEE Topic Areas:

CHILD GROWTH AND DEVELOPMENT

Brain Development

- 1 Beyond Crafts: Teaching Art to Preschoolers, Even If You Can't Draw
- 1 Why Poverty Matters in the Early Years and What Teachers Can Do
- 5 ABC Sign With Me!
- 6 Brain Smart Discipline (Introduction to Conscious Discipline)
- 6 Stress—Good or Bad for Brains?

Child Development

- 1 Beyond Crafts: Teaching Art to Preschoolers, Even If You Can't Draw
- 1 Why Poverty Matters in the Early Years and What Teachers Can Do
- 2 Everything You Need to Know About the Early Educator Support, Licensure and Professional Development (EESLPD) Office
- 2 Reading Giraffe—Where Books Run Wild!
- 4 Want to Play? Play is Children's Work
- 4 A Guide to Developing Young Children's Movement Skills
- 5 Speaking from Experience
- 6 Children at Play: Developing 21st Century Skills and Nurturing Learning Dispositions
- 5 ABC Sign With Me!

Developmentally Appropriate Practice

- 1 Supporting the Success of our Youngest Students: K-3/Kindergarten Entry Assessment Focus Session
- 1 Which? What? Why? Questions that Help Kids Learn
- 1 Science and Mathematics in Early Childhood: Exploring STEM through Play
- 1 Sing! Dance! Math Comes Alive!
- 2 Block Center and Play in Pre-K and K
- 2 Music, Movement, Motivation and More! Stemming the Tide of Childhood Obesity
- 2 Everything You Need to Know About the Early Educator Support, Licensure and Professional Development (EESLPD) Office
- 2 A Study of Bridges: Project-Based Learning Benefits ALL Children and their Teachers
- 3 Talking with Parents and Administrators About the Importance of Play in K-3
- 3 Art That's From the Heart!—Activities that Promote Creativity and Thinking
- 3 Project-based Learning: Meeting Common Core Standards and 21st Century Skills in an Authentic Way
- 3 The Happy Talent (and Serious Business) of Dramatic Play
- 4 Pre-K Assessments for Readiness, Writing, Literacy and Math: A Systematic Approach
- 4 Once Upon a Time... What's New in Children's Literature!
- 4 Want to Play? Play is Children's Work
- 4 The Power of Play and Investigation: Science in Early Childhood Classrooms
- 5 Where's the Math? Discovering Math in Hidden Books

- 5 Speaking from Experience
- 5 Notably Mathematics
- 5 Let's Get Messy
- 6 Literacy: More Than Just A Center!
- 6 Children at Play: Developing 21st Century Skills and Nurturing Learning Dispositions

Teacher/Child Interactions

- 2 A Study of Bridges: Project-Based Learning Benefits ALL Children and their Teachers
- 2 Visual Arts and Creative Expression: Playful Learning at its Finest
- 2 Reading Giraffe—Where Books Run Wild!
- 3 Project-based Learning: Meeting Common Core Standards and 21st Century Skills in an Authentic Way
- 3 The Happy Talent (and Serious Business) of Dramatic Play
- 4 The Power of Play and Investigation: Science in Early Childhood Classrooms
- 4 A Guide to Developing Young Children's Movement Skills
- 5 Notably Mathematics
- 5 Let's Get Messy
- 5 Discover the Comprehensive CLASS System: Learning about Measuring and Improving Interactions
- 6 Stress—Good or Bad for Brains?

CHILDREN'S PHYSICAL AND INTELLECTUAL DEVELOPMENT

Cognitive Development

- 5 ABC Sign With Me!
- 3 The Happy Talent (and Serious Business) of Dramatic Play
- 1 The Value of Outdoor Environments: Preschool Children's Cognitive Development and Science Learning
- 4 Peg + Cat
- 1 Sing! Dance! Math Comes Alive!
- 2 Block Center and Play in Pre-K and K
- 1 Science and Mathematics in Early Childhood: Exploring STEM through Play
- 4 The Power of Play and Investigation: Science in Early Childhood Classrooms
- 4 SEAL—Social, Emotional Academic Learning Using American Sign Language (ASL) to Enhance Social and Emotional Learning, Fun Play Activities; and Improve Classroom Management
- 2 Our 4 Brains—Building Communication Strategies and Brain Power—Whole Brain Learning the Fun Way!
- 1 Why Poverty Matters in the Early Years and What Teachers Can Do
- 1 Which? What? Why? Questions that Help Kids Learn
- 5 Notably Mathematics
- 1 Brain Pathways: Birth to Kindergarten. Ensuring Excellent Reading Skills through Brain Compatible Practices
- 2 Reading Giraffe—Where Books Run Wild!
- 1 Beyond Crafts: Teaching Art to Preschoolers, Even If You Can't Draw
- 2 Visual Arts and Creative Expression: Playful Learning at its Finest
- 5 Move and Groove by 2

Creative Arts

- 3 Art That's From the Heart!—Activities that Promote Creativity and Thinking
- 1 Beyond Crafts: Teaching Art to Preschoolers, Even If You Can't Draw
- 2 Visual Arts and Creative Expression: Playful Learning at its Finest
- 3 Art That's From the Heart!—Activities that Promote Creativity and Thinking
- 5 Let's Get Messy
- 6 Playing Throughout the Five Learning Domains

Curricula

- 2 Block Center and Play in Pre-K and K
- 2 Ready, Set, School! Playing Your Way to School Readiness
- 3 A Picture is Worth a Thousand Words: Using Digital Pictures in the Classroom
- 3 STEM Play!
- 3 How Big is Your Footprint? Environmental Education for Young Learners
- 4 A Guide to Developing Young Children's Movement Skills
- 5 Marvelous, Miraculous, Magic Science
- 6 Playing Throughout the Five Learning Domains
- 6 Let's Go Outside to Play and Learn!

Language/Communication

- 1 Why Play Is Important in Pre-K and K—Setting Up Your Environment for Play-based Learning
- 1 Why Poverty Matters in the Early Years and What Teachers Can Do
- 1 Which? What? Why? Questions that Help Kids Learn
- 2 Our 4 Brains—Building Communication Strategies and Brain Power—Whole Brain Learning the Fun Way!
- 3 Effects of Adapted Dialogic Reading on Expressive Language Skills of Latino Preschoolers
- 3 Boosting Literacy in Young Children Through Story Telling/Story Acting
- 3 The Happy Talent (and Serious Business) of Dramatic Play
- 4 Support Preschoolers with Special Needs Using Teacher-Made Ideas
- 4 SEAL—Social, Emotional Academic Learning Using American Sign Language (ASL) to Enhance Social and Emotional Learning, Fun Play Activities; and Improve Classroom Management
- 5 Literacy Center in Pre-K and K: Supporting Literacy Development through Playful Learning
- 5 A Tisket, A Tasket...Fill Your Literacy Basket
- 5 ABC Sign With Me!

PLEASE NOTE: Although we make every effort to ensure that the sessions offered at the NCAeyc Conference are aligned with NCAeyc/NAEYC's standards of practice, we cannot always guarantee this to be true. Therefore the views expressed within the Conference sessions do not necessarily represent those of NCAeyc and NAEYC. Likewise, the presence of advertising or exhibits by vendors does not imply an endorsement of these products or services by NCAeyc or NAEYC.

Literacy

- 1 Why Play Is Important in Pre-K and K—Setting Up Your Environment for Play-based Learning
- 2 Music, Movement, Motivation and More! Stemming the Tide of Childhood Obesity
- 2 Multi-Sensory Story Time: Ensuring Story Times are Appropriate for All Preschoolers
- 2 Reading Giraffe—Where Books Run Wild!
- 2 Ready, Set, School! Playing Your Way to School Readiness
- 3 Effects of Adapted Dialogic Reading on Expressive Language Skills of Latino Preschoolers
- 3 Boosting Literacy in Young Children Through Story Telling/Story Acting
- 4 Once Upon a Time...What's New in Children's Literature!
- 5 Learning Through Music and Movement Across the Curriculum
- 5 Lyrics to Literacy: Playful Connections between Singing and Early Literacy
- 5 Literacy Center in Pre-K and K: Supporting Literacy Development through Playful Learning
- 5 A Tisket, A Tasket...Fill Your Literacy Basket
- 6 Literacy: More Than Just A Center!

Math/Science

- 1 Using Science Talk to Uncover Young Children's Ideas
- 1 The Value of Outdoor Environments: Preschool Children's Cognitive Development and Science Learning
- 1 Science and Mathematics in Early Childhood: Exploring STEM through Play
- 3 STEM Play!
- 3 How Big is Your Footprint? Environmental Education for Young Learners
- 4 What's New with K-2
- 4 Peg + Cat
- 4 The Power of Play and Investigation: Science in Early Childhood Classrooms
- 5 Marvelous, Miraculous, Magic Science
- 5 Notably Mathematics
- 6 Play in the Math and Manipulatives Center; Preschool and Kindergarten

Music/Movement

- 1 Brain Pathways: Birth to Kindergarten. Ensuring Excellent Reading Skills through Brain Compatible Practices
- 1 Sing! Dance! Math Comes Alive!
- 2 Encouraging Positive Body Image and Body Control Through Play
- 2 Music, Movement, Motivation and More! Stemming the Tide of Childhood Obesity
- 3 Incorporating Yoga Into the Classroom: Music, Tips & Tools
- 4 Music and Movement Activities to Increase Physical Activity Among Adults and Children
- 5 Lyrics to Literacy: Playful Connections between Singing and Early Literacy
- 5 Learning Through Music and Movement Across the Curriculum

Physical Development

- 1 Outdoor Play and Loose Parts
- 2 Encouraging Positive Body Image and Body Control Through Play
- 2 Encouraging Positive Body Image and Body Control Through Play
- 3 Incorporating Yoga Into the Classroom: Music, Tips & Tools
- 4 A Guide to Developing Young Children's Movement Skills
- 4 Support Preschoolers with Special Needs Using Teacher-Made Ideas
- 4 Music and Movement Activities to Increase Physical Activity Among Adults and Children
- 5 Move and Groove by 2
- 5 Let's Get Messy
- 6 Let's Go Outside to Play and Learn!

CHILDREN'S SOCIAL AND EMOTIONAL DEVELOPMENT

Promoting Healthy Behavior/Positive Guidance

- 1 Student Motivation and Engagement: Informing Classroom Practice Part 1
- 1 3 Keys to Creating a Calm and Caring Classroom
- 2 Student Motivation and Engagement: Informing Classroom Practice Part 2
- 2 Putting It All Together: The V.I.P. of Positive Guidance Dialog and Technique
- 2 Partnering with Families to Address Challenging Behaviors: We're All In This Together
- 2 Persistent Fear and Anxiety Can Affect Young Children's Learning and Development
- 2 Our 4 Brains—Building Communication Strategies and Brain Power—Whole Brain Learning the Fun Way!
- 2 Building Your Bounce: Simple Strategies to Promote Adult Resilience
- 3 Incorporating Yoga Into the Classroom: Music, Tips & Tools
- 3 Using a BIG Voice: Teaching the Skills of Assertiveness & Communication
- 4 SEAL—Social, Emotional Academic Learning Using American Sign Language (ASL) to Enhance Social and Emotional Learning, Fun Play Activities; and Improve Classroom Management
- 5 Move and Groove by 2
- 5 Speaking from Experience
- 5 Trauma! How to Recognize and Respond to Trauma Induced Behaviors in Children
- 6 Brain Smart Discipline (Introduction to Conscious Discipline)

Social/Emotional Development

- 1 Brain Pathways: Birth to Kindergarten. Ensuring Excellent Reading Skills through Brain Compatible Practices
- 1 3 Keys to Creating a Calm and Caring Classroom
- 1 Play Strategies for Classrooms: Effects of Mixed Age and Mixed Ability Groupings on Play Skills
- 2 Our 4 Brains—Building Communication Strategies and Brain Power—Whole Brain Learning the Fun Way!
- 2 Building Your Bounce: Simple Strategies to Promote Adult Resilience
- 3 Incorporating Yoga Into the Classroom: Music, Tips & Tools
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- 4 SEAL—Social, Emotional Academic Learning Using American Sign Language (ASL) to Enhance Social and Emotional Learning, Fun Play Activities; and Improve Classroom Management
- 4 Want to Play? Play is Children's Work
- 5 Lyrics to Literacy: Playful Connections between Singing and Early Literacy
- 5 Move and Groove by 2
- 5 Speaking from Experience
- 5 Trauma! How to Recognize and Respond to Trauma Induced Behaviors in Children
- 6 Stress—Good or Bad for Brains?

Supporting Emotional Intelligence

- 2 Putting It All Together: The V.I.P. of Positive Guidance Dialog and Technique
- 4 Want to Play? Play is Children's Work
- 5 Lyrics to Literacy: Playful Connections between Singing and Early Literacy
- 6 Stress—Good or Bad for Brains?

INCLUSION

Children With A Specific Development Delay/Disorder

- 3 Effects of Adapted Dialogic Reading on Expressive Language Skills of Latino Preschoolers
- 4 Support Preschoolers with Special Needs Using Teacher-Made Ideas

Inclusion/Therapeutic Supports/Assistive Technology

- 1 Play Strategies for Classrooms: Effects of Mixed Age and Mixed Ability Groupings on Play Skills
- 2 Multi-Sensory Story Time: Ensuring Story Times are Appropriate for All Preschoolers
- 3 Effects of Adapted Dialogic Reading on Expressive Language Skills of Latino Preschoolers
- 3 Allergies, Asthma, Diabetes and Seizures—Oh My!

Supporting Families of Children with Special Needs

- 2 Persistent Fear and Anxiety Can Affect Young Children's Learning and Development
- 3 Allergies, Asthma, Diabetes and Seizures—Oh My!

OBSERVING AND RECORDING

Authentic Assessment/Observation

- 4 Pre-K Assessments for Readiness, Writing, Literacy and Math: A Systematic Approach
- 6 Play in the Math and Manipulatives Center; Preschool and Kindergarten

Monitoring

- 2 A Study of Bridges: Project-Based Learning Benefits ALL Children and their Teachers
- 3 Project-based Learning: Meeting Common Core Standards and 21st Century Skills in an Authentic Way
- 5 Trauma! How to Recognize and Respond to Trauma Induced Behaviors in Children

Promoting Healthy Behavior/Positive Guidance

- 1 3 Keys to Creating a Calm and Caring Classroom
- 3 Using a BIG Voice: Teaching the Skills of Assertiveness & Communication
- 5 Trauma! How to Recognize and Respond to Trauma Induced Behaviors in Children
- 5 ABC Sign With Me!

Using Assessment to Drive Practice

- 4 Pre-K Assessments for Readiness, Writing, Literacy and Math: A Systematic Approach
- 6 Play in the Math and Manipulatives Center; Preschool and Kindergarten

PLANNING A SAFE, HEALTHY LEARNING ENVIRONMENT

Appropriate Use of Technology

- 3 A Picture is Worth a Thousand Words: Using Digital Pictures in the Classroom

Health & Safety

- 1 Stay and Play Outside All Day—Revisited!
- 3 Allergies, Asthma, Diabetes and Seizures—Oh My!

Indoor Learning Environments

- 1 Why Play Is Important in Pre-K and K—Setting Up Your Environment for Play-based Learning
- 3 A Picture is Worth a Thousand Words: Using Digital Pictures in the Classroom
- 4 Music and Movement Activities to Increase Physical Activity Among Adults and Children
- 6 Children at Play: Developing 21st Century Skills and Nurturing Learning Dispositions

Outdoor Play and Loose Parts

- 3 The Happy Talent (and Serious Business) of Dramatic Play
- 5 Where's the Math? Discovering Math in Hidden Books

Nutrition

- 3 Gardening with Infants, Toddlers, and Preschoolers
- 6 Let's Go Outside to Play and Learn!

Outdoor Learning Environments

- 1 Outdoor Play and Loose Parts
- 1 Stay and Play Outside All Day—Revisited!
- 1 The Value of Outdoor Environments: Preschool Children's Cognitive Development and Science Learning
- 1 Through the Lens: Learning with Digital Photography
- 1 Why Play Is Important in Pre-K and K—Setting Up Your Environment for Play-based Learning
- 3 Gardening with Infants, Toddlers, and Preschoolers
- 3 The Happy Talent (and Serious Business) of Dramatic Play
- 4 Music and Movement Activities to Increase Physical Activity Among Adults and Children
- 5 Marvelous, Miraculous, Magic Science
- 6 Let's Go Outside to Play and Learn!

PRODUCTIVE RELATIONSHIPS WITH FAMILIES

Engaging Diverse Families

- 3 Keeping Families Engaged in the Home Based Program
- 5 Culturally and Linguistically Responsive Policies and Practices

Promoting Family Engagement

- 1 Through the Lens: Learning with Digital Photography
- 4 Using the First 2000 Days Presentation to Advocate for Young Children

Reciprocal, On-going Communication

- 1 Through the Lens: Learning with Digital Photography
- 2 Partnering with Families to Address Challenging Behaviors: We're All In This Together
- 3 Talking with Parents and Administrators About the Importance of Play in K-3
- 3 Keeping Families Engaged in the Home Based Program

Relationships With Families

- 2 Partnering with Families to Address Challenging Behaviors: We're All In This Together
- 3 Boosting Literacy in Young Children Through Story Telling/Story Acting
- 4 Using the First 2000 Days Presentation to Advocate for Young Children
- 5 Culturally and Linguistically Responsive Policies and Practices

PROFESSIONALISM

Adult Learning

- 2 A Study of Bridges: Project-Based Learning Benefits ALL Children and their Teachers
- 3 Project-based Learning: Meeting Common Core Standards and 21st Century Skills in an Authentic Way

Cultural Competencies

- 5 Culturally and Linguistically Responsive Policies and Practices

Educational Philosophy/Practice (i.e. Reggio Emilia, Montessori, Play Based Learning, Project Approach, Multiple Intelligences)

- 2 A Study of Bridges: Project-Based Learning Benefits ALL Children and their Teachers
- 3 Project-based Learning: Meeting Common Core Standards and 21st Century Skills in an Authentic Way
- 6 Playing Throughout the Five Learning Domains

Ethics

- 3 The Case of "E is for Ethics, P is Professionalism"

Implementing Research/Evidence-Based Practice

- 2 NAEYC Accreditation of Programs for Young Children: Achieving Excellence for Children, Families and Professionals
- 2 Let's Talk About Smart Start!
- 3 The Happy Talent (and Serious Business) of Dramatic Play
- 5 Culturally and Linguistically Responsive Policies and Practices

Leadership

- 3 Meet and Greet with NAEYC's Executive Director Rhian Allvin
- 1 In Who's Eyes?: Looking At Early Childhood Centers from a Variety of Perspectives
- 1 We're Off to See the Wizard: Exploring Leadership in Early Childhood Education
- 1 Advocacy in the Digital Age: Using Social Media to Spread Your Message
- 2 Opportunities Within Your Local Affiliate and Chapters
- 3 The Case of "E is for Ethics, P is Professionalism"
- 3 Tackling Turnover: Praising and Rewarding staff for little or no cost
- 3 Leading with Passion and Purpose
- 3 Updates from the Division of Child Development and Early Education
- 4 Using the First 2000 Days Presentation to Advocate for Young Children
- 4 Program Quality and Staff Support in Preschool and Infant/Toddler Classrooms

NC Early Learning Standards

- 2 Everything You Need to Know About the Early Educator Support, Licensure and Professional Development (EESLPD) Office
- 3 The Happy Talent (and Serious Business) of Dramatic Play
- 4 Peg + Cat
- 5 Learning Through Music and Movement Across the Curriculum
- 6 Playing Throughout the Five Learning Domains

Public Policy/Advocacy

- 1 Advocacy in the Digital Age: Using Social Media to Spread Your Message
- 2 Understanding the Affordable Care Act (ACA) and How It Impacts You
- 2 Lifting Voices
- 2 Opportunities Within Your Local Affiliate and Chapters
- 3 Updates from the Division of Child Development and Early Education
- 3 Retooling the Early Childhood Message to Build New Champions
- 4 Using the First 2000 Days Presentation to Advocate for Young Children

Quality Enhancement

- 2 NAEYC Accreditation of Programs for Young Children: Achieving Excellence for Children, Families and Professionals
- 2 Let's Talk About Smart Start!
- 4 Program Quality and Staff Support in Preschool and Infant/Toddler Classrooms

Reflective Practice

- 3 Meet and Greet with NAEYC's Executive Director Rhian Allvin
- 1 Supporting the Success of our Youngest Students: K-3/Kindergarten Entry Assessment Focus Session
- 2 Building Your Bounce: Simple Strategies to Promote Adult Resilience
- 3 Leading with Passion and Purpose

Technical Assistance/Coaching/Mentoring

- 2 Everything You Need to Know About the Early Educator Support, Licensure and Professional Development (EESLPD) Office

PROGRAM MANAGEMENT

Effective Finance & Business Practices

- 1 In Who's Eyes?: Looking At Early Childhood Centers from a Variety of Perspectives

Legal & Compliance Issues

- 3 Updates from the Division of Child Development and Early Education

NAEYC Accreditation

- 2 NAEYC Accreditation of Programs for Young Children: Achieving Excellence for Children, Families and Professionals
- 3 The Case of "E is for Ethics, P is Professionalism"

Program Assessment

- 4 Program Quality and Staff Support in Preschool and Infant/Toddler Classrooms

Program Management

- 1 We're Off to See the Wizard: Exploring Leadership in Early Childhood Education
- 1 Stay and Play Outside All Day—Revisited!

Staff Supervision/Team Building

- 3 Tackling Turnover: Praising and Rewarding staff for little or no cost
- 3 The Case of "E is for Ethics, P is Professionalism"

Categorization of sessions according to NCDPI Licensure Standards:

STANDARD 1: TEACHERS DEMONSTRATE LEADERSHIP

Advocates for the School and Students

- 1 Advocacy in the Digital Age: Using Social Media to Spread Your Message
- 2 Let's Talk About Smart Start!
- 3 Updates from the Division of Child Development and Early Education
- 3 Talking with Parents and Administrators About the Importance of Play in K-3
- 4 Using the First 2000 Days Presentation to Advocate for Young Children
- 6 Children at Play: Developing 21st Century Skills and Nurturing Learning Dispositions

Leads in the Classroom

- 2 Everything You Need to Know About the Early Educator Support, Licensure and Professional Development (EESLPD) Office
- 3 Talking with Parents and Administrators About the Importance of Play in K-3

Demonstrates High Ethical Standards

- 3 The Case of "E is for Ethics, P is Professionalism"

Leads in the School

- 3 Leading with Passion and Purpose

Leads in the Teaching Profession

- 1 We're Off to See the Wizard: Exploring Leadership in Early Childhood Education
- 2 Let's Talk About Smart Start!
- 2 Opportunities Within Your Local Affiliate and Chapters
- 2 Everything You Need to Know About the Early Educator Support, Licensure and Professional Development (EESLPD) Office
- 3 The Case of "E is for Ethics, P is Professionalism"
- 3 Leading with Passion and Purpose

STANDARD 2: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION

Adapts Teaching for the Benefit of Students with Special Needs

- 1 Sing! Dance! Math Comes Alive!
- 1 Play Strategies for Classrooms: Effects of Mixed Age and Mixed Ability Groupings on Play Skills
- 1 Why Poverty Matters in the Early Years and What Teachers Can Do
- 2 Persistent Fear and Anxiety Can Affect Young Children's Learning and Development
- 2 Multi-Sensory Story Time: Ensuring Story Times are Appropriate for All Preschoolers
- 3 Effects of Adapted Dialogic Reading on Expressive Language Skills of Latino Preschoolers
- 3 Project-based Learning: Meeting Common Core Standards and 21st Century Skills in an Authentic Way
- 3 Allergies, Asthma, Diabetes and Seizures—Oh My!
- 4 Peg + Cat
- 5 Lyrics to Literacy: Playful Connections between Singing and Early Literacy

Embraces Diversity in the School Community and in the World

- 3 Effects of Adapted Dialogic Reading on Expressive Language Skills of Latino Preschoolers
- 5 Culturally and Linguistically Responsive Policies and Practices

Provides an Environment That is Inviting, Respectful, Supportive, Inclusive and Flexible

- 1 Sing! Dance! Math Comes Alive!
- 1 3 Keys to Creating a Calm and Caring Classroom
- 1 In Who's Eyes?: Looking At Early Childhood Centers from a Variety of Perspectives
- 1 Play Strategies for Classrooms: Effects of Mixed Age and Mixed Ability Groupings on Play Skills
- 1 Student Motivation and Engagement: Informing Classroom Practice Part 1
- 1 Brain Pathways: Birth to Kindergarten. Ensuring Excellent Reading Skills through Brain Compatible Practices
- 1 Outdoor Play and Loose Parts
- 2 A Study of Bridges: Project-Based Learning Benefits ALL Children and their Teachers
- 2 Reading Giraffe—Where Books Run Wild!
- 2 Persistent Fear and Anxiety Can Affect Young Children's Learning and Development
- 2 Our 4 Brains—Building Communication Strategies and Brain Power—Whole Brain Learning the Fun Way!
- 2 Student Motivation and Engagement: Informing Classroom Practice Part 2
- 3 Project-based Learning: Meeting Common Core Standards and 21st Century Skills in an Authentic Way
- 3 The Happy Talent (and Serious Business) of Dramatic Play
- 3 Using a BIG Voice: Teaching the Skills of Assertiveness & Communication
- 3 Allergies, Asthma, Diabetes and Seizures—Oh My!
- 3 Gardening with Infants, Toddlers, and Preschoolers
- 4 SEAL—Social, Emotional Academic Learning Using American Sign Language (ASL) to Enhance Social and Emotional Learning, Fun Play Activities; and Improve Classroom Management
- 5 Where's the Math? Discovering Math in Hidden Books
- 5 Discover the Comprehensive CLASS System: Learning about Measuring and Improving Interactions
- 5 Trauma! How to Recognize and Respond to Trauma Induced Behaviors in Children
- 5 Culturally and Linguistically Responsive Policies and Practices
- 5 Move and Groove by 2
- 5 Lyrics to Literacy: Playful Connections between Singing and Early Literacy

Treats Students as Individuals

- 1 Why Poverty Matters in the Early Years and What Teachers Can Do
- 1 3 Keys to Creating a Calm and Caring Classroom
- 1 Student Motivation and Engagement: Informing Classroom Practice Part 1
- 2 Multi-Sensory Story Time: Ensuring Story Times are Appropriate for All Preschoolers
- 2 Reading Giraffe—Where Books Run Wild!
- 2 Our 4 Brains—Building Communication Strategies and Brain Power—Whole Brain Learning the Fun Way!
- 2 Student Motivation and Engagement: Informing Classroom Practice Part 2
- 3 The Happy Talent (and Serious Business) of Dramatic Play
- 3 Using a BIG Voice: Teaching the Skills of Assertiveness & Communication
- 4 Want to Play? Play is Children's Work
- 4 Pre-K Assessments for Readiness, Writing, Literacy and Math: A Systematic Approach
- 4 Peg + Cat
- 4 SEAL—Social, Emotional Academic Learning Using American Sign Language (ASL) to Enhance Social and Emotional Learning, Fun Play Activities; and Improve Classroom Management
- 5 Trauma! How to Recognize and Respond to Trauma Induced Behaviors in Children
- 5 Move and Groove by 2

Works Collaboratively with Families and Significant Adults in the Lives of their Students

- 2 A Study of Bridges: Project-Based Learning Benefits ALL Children and their Teachers
- 4 Pre-K Assessments for Readiness, Writing, Literacy and Math: A Systematic Approach

STANDARD 3: TEACHERS KNOW THE CONTENT THEY TEACH

Aligns Instruction with the NC Standard Course of Study

- 1 Science and Mathematics in Early Childhood: Exploring STEM through Play
- 1 Why Play Is Important in Pre-K and K—Setting Up Your Environment for Play-based Learning
- 1 Using Science Talk to Uncover Young Children's Ideas
- 2 Block Center and Play in Pre-K and K
- 2 Visual Arts and Creative Expression: Playful Learning at its Finest
- 2 Ready, Set, School! Playing Your Way to School Readiness
- 3 STEM Play!
- 4 What's New with K-2
- 5 Where's the Math? Discovering Math in Hidden Books
- 5 Marvelous, Miraculous, Magic Science
- 5 Literacy Center in Pre-K and K: Supporting Literacy Development through Playful Learning
- 6 Literacy: More Than Just A Center!
- 6 Play in the Math and Manipulatives Center; Preschool and Kindergarten

Knows the Content Appropriate to the Teaching Specialty

- 1 Beyond Crafts: Teaching Art to Preschoolers, Even If You Can't Draw
- 1 Science and Mathematics in Early Childhood: Exploring STEM through Play
- 1 Using Science Talk to Uncover Young Children's Ideas
- 4 Once Upon a Time...What's New in Children's Literature!
- 4 What's New with K-2
- 5 Speaking from Experience
- 5 Notably Mathematics

Makes Instruction Relevant to Students

- 1 Sing! Dance! Math Comes Alive!
- 2 Block Center and Play in Pre-K and K
- 3 Boosting Literacy in Young Children Through Story Telling/Story Acting
- 3 How Big is Your Footprint? Environmental Education for Young Learners
- 4 Support Preschoolers with Special Needs Using Teacher-Made Ideas
- 4 The Power of Play and Investigation: Science in Early Childhood Classrooms
- 5 Where's the Math? Discovering Math in Hidden Books
- 5 Literacy Center in Pre-K and K: Supporting Literacy Development through Playful Learning
- 5 Speaking from Experience
- 5 Culturally and Linguistically Responsive Policies and Practices
- 6 Literacy: More Than Just A Center!
- 6 Playing Throughout the Five Learning Domains

Recognizes the Interconnectedness of Content Areas/Disciplines

- 1 Sing! Dance! Math Comes Alive!
- 1 Why Play Is Important in Pre-K and K—Setting Up Your Environment for Play-based Learning
- 1 Beyond Crafts: Teaching Art to Preschoolers, Even If You Can't Draw
- 2 Visual Arts and Creative Expression: Playful Learning at its Finest
- 2 Ready, Set, School! Playing Your Way to School Readiness
- 3 Gardening with Infants, Toddlers, and Preschoolers
- 3 Boosting Literacy in Young Children Through Story Telling/Story Acting
- 3 How Big is Your Footprint? Environmental Education for Young Learners
- 3 STEM Play!
- 4 The Power of Play and Investigation: Science in Early Childhood Classrooms
- 4 A Guide to Developing Young Children's Movement Skills
- 5 Culturally and Linguistically Responsive Policies and Practices
- 5 Let's Get Messy
- 5 Learning Through Music and Movement Across the Curriculum
- 5 Marvelous, Miraculous, Magic Science
- 5 Notably Mathematics
- 6 Playing Throughout the Five Learning Domains
- 6 Let's Go Outside to Play and Learn!
- 6 Play in the Math and Manipulatives Center; Preschool and Kindergarten

STANDARD 4: TEACHERS FACILITATE LEARNING FOR THE STUDENTS

Communicates Effectively

- 1 3 Keys to Creating a Calm and Caring Classroom
- 2 Reading Giraffe—Where Books Run Wild!
- 5 Move and Groove by 2

Helps Students Develop Critical-Thinking and Problem-Solving Skills

- 1 3 Keys to Creating a Calm and Caring Classroom
- 1 Outdoor Play and Loose Parts
- 1 Science and Mathematics in Early Childhood: Exploring STEM through Play
- 1 Which? What? Why? Questions that Help Kids Learn
- 2 Our 4 Brains—Building Communication Strategies and Brain Power—Whole Brain Learning the Fun Way!
- 2 A Study of Bridges: Project-Based Learning Benefits ALL Children and their Teachers
- 3 Using a BIG Voice: Teaching the Skills of Assertiveness & Communication
- 3 Art That's From the Heart!—Activities that Promote Creativity and Thinking
- 3 Boosting Literacy in Young Children Through Story Telling/Story Acting
- 3 How Big is Your Footprint? Environmental Education for Young Learners
- 4 Once Upon a Time...What's New in Children's Literature!
- 4 Peg + Cat
- 4 The Power of Play and Investigation: Science in Early Childhood Classrooms
- 4 SEAL—Social, Emotional Academic Learning Using American Sign Language (ASL) to Enhance Social and Emotional Learning, Fun Play Activities; and Improve Classroom Management
- 4 What's New with K-2
- 5 Marvelous, Miraculous, Magic Science
- 5 Discover the Comprehensive CLASS System: Learning about Measuring and Improving Interactions
- 5 Notably Mathematics
- 6 Children at Play: Developing 21st Century Skills and Nurturing Learning Dispositions
- 6 Play in the Math and Manipulatives Center; Preschool and Kindergarten

Helps Students Work in Teams and Develop Leadership Qualities

- 1 Outdoor Play and Loose Parts
- 3 Using a BIG Voice: Teaching the Skills of Assertiveness & Communication
- 6 Children at Play: Developing 21st Century Skills and Nurturing Learning Dispositions

Integrates and Utilizes Technology in Instruction

- 3 A Picture is Worth a Thousand Words: Using Digital Pictures in the Classroom

Knows the Ways in Which Learning Takes Place, and the Appropriate Levels of Intellectual, Physical, Social and Emotional Development of Students

- 1 Using Science Talk to Uncover Young Children's Ideas
- 1 Why Play Is Important in Pre-K and K—Setting Up Your Environment for Play-based Learning
- 1 Why Poverty Matters in the Early Years and What Teachers Can Do
- 1 Brain Pathways: Birth to Kindergarten. Ensuring Excellent Reading Skills through Brain Compatible Practices
- 1 Stay and Play Outside All Day—Revisited!
- 2 Visual Arts and Creative Expression: Playful Learning at its Finest
- 2 Ready, Set, School! Playing Your Way to School Readiness
- 2 Reading Giraffe—Where Books Run Wild!
- 2 Our 4 Brains—Building Communication Strategies and Brain Power—Whole Brain Learning the Fun Way!
- 2 A Study of Bridges: Project-Based Learning Benefits ALL Children and their Teachers
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- 3 STEM Play!
- 3 Allergies, Asthma, Diabetes and Seizures—Oh My!
- 3 The Happy Talent (and Serious Business) of Dramatic Play
- 3 Incorporating Yoga Into the Classroom: Music, Tips & Tools
- 4 The Power of Play and Investigation: Science in Early Childhood Classrooms
- 4 SEAL—Social, Emotional Academic Learning Using American Sign Language (ASL) to Enhance Social and Emotional Learning, Fun Play Activities; and Improve Classroom Management
- 4 Want to Play? Play is Children's Work
- 5 Literacy Center in Pre-K and K: Supporting Literacy Development through Playful Learning

- 5 Speaking from Experience
- 5 Notably Mathematics
- 5 Let's Get Messy
- 5 Lyrics to Literacy: Playful Connections between Singing and Early Literacy
- 5 Move and Groove by 2
- 6 Play in the Math and Manipulatives Center; Preschool and Kindergarten
- 6 Let's Go Outside to Play and Learn!

Plans Instruction Appropriate for Students

- 1 Science and Mathematics in Early Childhood: Exploring STEM through Play
- 1 Play Strategies for Classrooms: Effects of Mixed Age and Mixed Ability Groupings on Play Skills
- 1 Supporting the Success of our Youngest Students: K-3/Kindergarten Entry Assessment Focus Session
- 1 Using Science Talk to Uncover Young Children's Ideas
- 1 Why Poverty Matters in the Early Years and What Teachers Can Do
- 2 Block Center and Play in Pre-K and K
- 2 Multi-Sensory Story Time: Ensuring Story Times are Appropriate for All Preschoolers
- 2 Ready, Set, School! Playing Your Way to School Readiness
- 2 Encouraging Positive Body Image and Body Control Through Play
- 3 Effects of Adapted Dialogic Reading on Expressive Language Skills of Latino Preschoolers
- 3 Project-based Learning: Meeting Common Core Standards and 21st Century Skills in an Authentic Way
- 3 Art That's From the Heart!—Activities that Promote Creativity and Thinking
- 3 STEM Play!
- 3 The Happy Talent (and Serious Business) of Dramatic Play
- 3 Incorporating Yoga Into the Classroom: Music, Tips & Tools
- 4 Support Preschoolers with Special Needs Using Teacher-Made Ideas
- 4 Pre-K Assessments for Readiness, Writing, Literacy and Math: A Systematic Approach
- 5 Marvelous, Miraculous, Magic Science
- 5 Lyrics to Literacy: Playful Connections between Singing and Early Literacy
- 6 Literacy: More Than Just A Center!
- 6 Playing Throughout the Five Learning Domains

Uses a Variety of Instructional Methods

- 1 Beyond Crafts: Teaching Art to Preschoolers, Even If You Can't Draw
- 1 Which? What? Why? Questions that Help Kids Learn
- 1 Why Play Is Important in Pre-K and K—Setting Up Your Environment for Play-based Learning
- 1 Brain Pathways: Birth to Kindergarten. Ensuring Excellent Reading Skills through Brain Compatible Practices
- 1 Play Strategies for Classrooms: Effects of Mixed Age and Mixed Ability Groupings on Play Skills
- 2 Visual Arts and Creative Expression: Playful Learning at its Finest
- 2 Block Center and Play in Pre-K and K
- 2 Multi-Sensory Story Time: Ensuring Story Times are Appropriate for All Preschoolers
- 3 Boosting Literacy in Young Children Through Story Telling/Story Acting
- 3 How Big is Your Footprint? Environmental Education for Young Learners
- 3 A Picture is Worth a Thousand Words: Using Digital Pictures in the Classroom
- 3 Effects of Adapted Dialogic Reading on Expressive Language Skills of Latino Preschoolers
- 4 What's New with K-2
- 4 Peg + Cat
- 4 Want to Play? Play is Children's Work
- 4 Support Preschoolers with Special Needs Using Teacher-Made Ideas
- 5 Learning Through Music and Movement Across the Curriculum
- 5 Literacy Center in Pre-K and K: Supporting Literacy Development through Playful Learning
- 5 Speaking from Experience
- 6 Let's Go Outside to Play and Learn!
- 6 Playing Throughout the Five Learning Domains

Uses a Variety of Methods to Assess What Each Student Has Learned

- 3 Project-based Learning: Meeting Common Core Standards and 21st Century Skills in an Authentic Way
- 4 Pre-K Assessments for Readiness, Writing, Literacy and Math: A Systematic Approach
- 6 Literacy: More Than Just A Center!

STANDARD 5: TEACHERS REFLECT ON THEIR OWN PRACTICE

Analyzes Student Learning

- 1 Supporting the Success of our Youngest Students: K-3/Kindergarten Entry Assessment Focus Session
- 3 A Picture is Worth a Thousand Words: Using Digital Pictures in the Classroom
- 5 Trauma! How to Recognize and Respond to Trauma Induced Behaviors in Children

Functions Effectively in a Complex, Dynamic Environment

- 1 We're Off to See the Wizard: Exploring Leadership in Early Childhood Education
- 2 Persistent Fear and Anxiety Can Affect Young Children's Learning and Development
- 3 The Case of "E is for Ethics, P is Professionalism"
- 5 Trauma! How to Recognize and Respond to Trauma Induced Behaviors in Children

Links Professional Growth to Professional Goals

- 1 In Who's Eyes?: Looking At Early Childhood Centers from a Variety of Perspectives
- 2 Everything You Need to Know About the Early Educator Support, Licensure and Professional Development (EESLPD) Office
- 2 Opportunities Within Your Local Affiliate and Chapters
- 3 The Case of "E is for Ethics, P is Professionalism"

Target Audience: Which Sessions are Right for You?

NCAeyc is committed to promoting and inspiring excellence in the early care and education of young children, birth through age eight. This Conference has been designed with intentionality to meet the diverse and growing needs of early childhood professionals in North Carolina.

NCAeyc Conference attendees serve in a wide variety of roles and across a spectrum of experience levels. To meet the diverse needs of NCAeyc Conference Attendees, sessions cover many different aspects of early childhood education for professionals who work with or on behalf of young children. This year, a system for identifying sessions that are targeted specifically to the "developmental levels" of professionals will be implemented. Look for the following codes listed for each session starting on the following pages so that you can self-select sessions tailored to meet your unique needs:

- **Emerging:** Students and Professionals new to the field whose needs center on building foundations of skills and knowledge of early childhood education
- **Established:** Professionals who have been in the field for a number of years and would benefit from sessions designed to build upon a strong early childhood education foundation and address a growing need for additional resources that promote the application of evidence-based practices
- **Experienced:** Professionals with extensive experience in the field will benefit from these sessions designed to challenge, motivate and increase skills and knowledge about research, evidence-based practice and supporting other professionals in learning and applying early childhood education skills and knowledge

SESSION CANCELLATION: We make every effort to avoid cancellation of sessions, but unexpected issues may arise. For canceled sessions, notices will be posted on the Convention Center reader boards, at the session room door (when possible) and at the Registration area. If a Presenter is not in a session, please check these notice areas.

Session One

Friday, September 12, 8:00 – 9:30 am

The Value of Outdoor Environments: Preschool Children's Cognitive Development and Science Learning

Room 201, Capacity: 90

Age Group: Preschool

Target Audience: **Established**

Jiayao Li, Rebekah Pierro, Yudan Wang, and
Linda Hestenes—UNC Greensboro

In this session participants will learn how various components of preschool outdoor environment quality may promote preschoolers' cognitive development above and beyond indoor environment quality. Specific findings from a research study will show which aspects of outdoor quality are positively linked to children's ability to think flexibly. In this session, participants will also gain knowledge about the Preschool Outdoor Environment Measurement Scale (POEMS), a tool for assessing quality in preschool outdoor environments, and increase strategies for promoting children's science learning and cognitive development outdoors.

Why Poverty Matters in the Early Years and What Teachers Can Do

Room 202, Capacity: 40

Age Group: Across Age/Grade

Target Audience: **Emerging, Established, Experienced**

Tammy Pawloski—Francis Marion University

Current research confirms that the achievement gap between children of poverty and their wealthier peers continues to grow. Why is this happening and what can schools do? This fast-paced presentation includes music, video and powerful graphics to address the ways that growth and development are impacted by birth and life without resources. Participants will explore research-based strategies designed to address the common needs of this population, and they will leave with real strategies that may be immediately implemented in the school or child care setting.

Play Strategies for Classrooms: Effects of Mixed Age and Mixed Ability Groupings on Play Skills

Room 203, Capacity: 52

Age Group: Preschool

Target Audience: **Emerging**

Laura Koch, Katharine Fredericksen, and
Heidi Hollingsworth—Elon University

The new North Carolina Foundations for Early Learning and Development includes goals for play and imagination for children of various ages. Research affirms the importance of older children as models for younger children's development of play. This session will increase participants' awareness of why mixed age play is important, and will provide specific evidence-based strategies for promoting mixed age play in preschool classrooms. Participants will be actively involved in discussions with each other and with presenters about the application of specific strategies to their own settings.

Through the Lens: Learning with Digital Photography

Room 204, Capacity: 48

Age Group: Preschool

Target Audience: **Emerging, Established, Experienced**

Sarah Dixon—Wake County SmartStart

This session will explore the use of digital photography. You will learn how to create new and meaningful visual experiences for the children in your classroom. Find out how photography can enhance all areas of learning. Learn a few simple techniques for photographing children. Receive ideas for creating learning materials for use in the classroom. Discover how digital photography can enhance your learning environment, update families on classroom experiences, help document and assess the children with whom you work.

In Who's Eyes?: Looking At Early Childhood Centers from a Variety of Perspectives

Room 205, Capacity: 48

Age Group: Adult Learners

Target Audience: **Emerging, Established, Experienced**

Alicia Fink and Karen Lee-Coss—Kids R Kids

Participants will learn that there are many different viewpoints to "see" a center from. Discussion will be centered around who can come into a center (licensing consultant, sanitation consultant, Fire Inspector, Owner, Director, Parent, Tour, child, teacher, etc.) The trainers will focus on the physical appearance of a building and how the overall appearance can and will affect the center overall. There will be open discussion, group work and interaction during this session.

3 Keys to Creating a Calm and Caring Classroom

Room 206, Capacity: 78

Age Group: School Age

Target Audience: **Emerging, Established, Experienced**

Marjorie Bateman and Don Shortsleff

Exhausted and frustrated with never-ending classroom behavior problems? Then this presentation is for you! Built on the belief that caring is the key to effective teaching, learn the "why", "what", and "how-tos" of research-based classroom management strategies. You will be challenged to reexamine assumptions about student behaviors and asked to make adjustments to your philosophies based on this paradigm shift. Through this process you will regain your initial enthusiasm and excitement for teaching. This is not, however, an "all talk, no action" presentation. You'll learn proven classroom management strategies and techniques, re-energizing you and truly changing your life.

Stay and Play Outside All Day—Revisited!

Room 301A, Capacity: 120

Age Group: Infant/Toddler through Pre-K

Target Audience: **Emerging, Established, Experienced**

Marilyn Thompson and Allison Hall—NCRLAP

Many programs in NC are enhancing their outdoor learning environments by adding natural elements as well as various play options in addition to gross motor equipment. Other programs want to start, but may wonder where to begin and how these changes might affect the assessment process. Join us to hear about how offering experiences such as gardening, fort building, and art can help earn credit on the Environment Rating Scales and increase children's overall development. We will explore a variety of natural and "upcycled" materials, and together creatively design an outdoor area while sharing helpful hints and suggestions.

Science and Mathematics in Early Childhood: Exploring STEM through Play

Room 301B, Capacity: 119

Age Group: Preschool

Target Audience: **Emerging, Established, Experienced**

Paula Grubbs—Winston-Salem State University

Do you have math and science anxiety? You are not alone! Learn how to stimulate our youngest scientists in a developmentally appropriate early childhood classroom. Using NC Foundations for Early Learning and Development and the Common Core and NC Essential Standards, participants will gain an understanding of ways to create developmentally appropriate environments and activities that provide a rich foundation for later STEM learning (and reduce your own math and science anxiety).

Brain Pathways: Birth to Kindergarten. Ensuring Excellent Reading Skills through Brain Compatible Practices

Room 302A, Capacity: 126

Age Group: Preschool

Target Audience: **Emerging, Established, Experienced**

Susan Styons—Vanguard Educational Institute;
Retired NCDPI,
Samantha Chauncey—Pitt Community College

Reading problems are preventable! So what are you waiting for? Join us for an entertaining high energy, hands-on session to learn the strategies to make that happen! Learn: how the brain develops in the first 2000 days of life; the key strategies to ensure excellent reading skills during that critical time; how brain compatible practices will increase the academic performance of young children; AND, how people stay alive and mentally strong after age 80.

Using Science Talk to Uncover Young Children's Ideas

Room 302B, Capacity: 121

Age Group: School Age

Target Audience: **Established**

Debra Hall and Donna Kenestrick—DPI

Teachers need better tools to observe student strengths and support learning right from the start of Kindergarten. This session will focus on strategies to help teachers facilitate productive science talk with young children and utilize best practices that move students thinking forward, helping them clarify and expand on their reasoning.

Beyond Crafts:

Teaching Art to Preschoolers, Even If You Can't Draw

Room 302C, Capacity: 120

Age Group: Preschool

Target Audience: **Emerging, Established, Experienced**

Elsbeth McClanahan and Tracy Rains—
North Raleigh United Methodist Preschool

Roll up your sleeves, prepare to get a little messy and put on that creative hat you didn't know you had. In this seminar you will learn why we teach art, simple basic techniques to help you start children drawing, and easy fun ways to introduce the Great Masters. All this in a way that is easy for you, the children enjoy, and enhances process art. Easy techniques any teacher can apply to their classrooms. So you can't draw? No problem. You don't know Monet from Picasso? You will.

Advocacy in the Digital Age: Using Social Media to Spread Your Message

Room 303, Capacity: 140

Age Group: Adult Learners

Target Audience: **Emerging, Established, Experienced**

Ashley Reid—Child Care Resources Inc.

Reaching out to those in a position to advance a cause is more important than ever. Opportunities to spread your message in succinct, powerful, meaningful ways can be magnified through the use of online social media. This session will explore what advocacy is and how social media can be used to promote grassroots efforts. Participants will be able to identify the different types of online media, explore how to connect with stakeholders, and receive instruction on how to craft a message that can become visible to other online users.

Student Motivation and Engagement: Informing Classroom Practice Part 1 of 2

Room 304, Capacity: 155

Age Group: School Age

Target Audience: **Emerging, Established, Experienced**

Adam Holland—FPG Child Development Institute

Current classroom approaches to student motivation rely largely on antiquated theory. Therefore, the introduction will focus largely on problematic aspects of how this theory plays out in classrooms (e.g., sticker charts, card charts). Then, we discuss a more modern theory of motivation (self-determination theory) and explore some practical applications. The focus will largely be on classroom management, concentrating on ways to improve student engagement and decrease teacher stress. The next session will delve even deeper into practical applications, addressing topics such as tattling, bathroom time, lining up, and persistent misbehavior. Time will be allotted to discuss issues provided by participants as well. Finally, another modern theory of motivation (achievement goal theory) will also be presented, along with implications for pedagogy and collaborative inquiry.

Outdoor Play and Loose Parts

Room 305A, Capacity: 120

Age Group: Across Age/Grade

Target Audience: **Emerging, Established, Experienced**

Rich Rairigh and Ryan Fahey—Be Active Kids

Getting children active outside can be fun and educational. Child-centered free play can be easily facilitated by providing loose parts and elements from nature. Providing these items as a play element supports infinite amounts of play types, play frames, physical development (fine and gross motor skills) and learning experiences. The beauty of using loose parts over traditional play equipment is that the intent of the pieces of scrap is left in the hands of the player. It provides a greater range of flexibility, diversifying its appeal to children. Outdoor play through loose parts is gaining traction in North Carolina and we will share several new projects connecting communities around play.

Why Play Is Important in Pre-K and K–Setting Up Your Environment for Play-based Learning

Room 305B, Capacity: 120

Age Group: Preschool through Grade 3

Target Audience: **Emerging**, **Established**, **Experienced**

Amy Blessing—Pender County Schools
Juliana Harris—Martin County Schools
Sarah Hopkins—Carteret County Schools

A powerful classroom environment facilitates instruction and promotes differentiation. Come learn about the benefits of environment and play-based instruction from 3 NC Demonstration Teachers. Take virtual tours of Pre-K and Kindergarten classrooms through photographs and video. Learn how to make the most out of any space while creating a child-centered classroom!

Supporting the Success of our Youngest Students: K-3/Kindergarten Entry Assessment Focus Session

Room 306A, Capacity: 128

Age Group: School Age

Target Audience: **Emerging**, **Established**, **Experienced**

Darlene Germano, Karen Lounsbury, and Catherine Woodall—NCDPI/OEL

Come and hear about the Kindergarten Entry Assessment (KEA) component of the K-3 Formative Assessment process and be part of the excitement! During this session, Office of Early Learning consultants will provide opportunities for participants to share their thoughts regarding the K-3 Assessment with a focus on the KEA. The K-3 Assessment will provide a more complete picture of the whole child by covering the five domains of learning, providing data to inform daily instructional practices, and helping teachers to meet the needs of every child in a developmentally appropriate way.

Which? What? Why? Questions that Help Kids Learn

Room 306B, Capacity: 128

Age Group: Across Age/Grade

Target Audience: **Emerging**, **Established**, **Experienced**

Kelli Rushing

Use questions to extend young children's attention and to support critical thinking, memory, and concept development. Through fun activities, practice asking questions that help kids learn.

We're Off to See the Wizard:

Exploring Leadership in Early Childhood Education

Room 306C, Capacity: 128

Age Group: Adult Learners

Target Audience: **Established**

Lisa Mabe Eads—NC Community College System Office
Mary Olvera—Surry Community College

This session will examine the characteristics and practices of a "Level Five Leader" as described by Jim Collins. The characteristics will be illustrated using examples from characters and events from the Wizard of Oz as they pertain to early childhood professional leaders. Join us as we enter the Emerald City to develop leadership skills that will ensure success within your organization.

Sing! Dance! Math Comes Alive!

Room 307, Capacity: 60

Age Group: Preschool

Target Audience: **Emerging**, **Established**, **Experienced**

Jody Cassell

Teresa Milton—Orange County Schools

A storybook is a springboard for adventures in learning. Mathematics concepts of counting, positional words, shapes are danced into action. Through active participating/observing/reflecting experiences learn how to zip key concepts into a familiar song. Inspire your students through open ended questions to design and create your own cardboard box birdfeeder to serve as a main character in your learning theatre. Your active involvement in step by step strategies leads you to turn curriculum in to arts filled explorations that are easy to grasp, and enjoyable to repeat. The multifaceted learning modality simultaneously focuses, engages and motivates your students while keeping you refreshed.

Transition Tips and Tricks

Room 402, Capacity: 232

Age Group: Across Age/Grade

Target Audience: **Emerging**, **Established**, **Experienced**

Dr. Jean Feldman

Transitions are all those "in between" times when things tend to get out of control. This session will present positive ways to focus children's attention with songs, finger plays, props, and games. Ideas for circle time, clean up, focusing children's attention, and releasing wiggles will be addressed. Highlights will include: circle time songs and learning activities; chants and tunes for guiding children; hocus pocus focus; rhymes and finger plays to develop phonemic awareness; and recall activities to end your day.

Session Two

Friday, September 12, 10:00 – 11:30 am

Partnering with Families to Address Challenging Behaviors: We're All In This Together

Room 201, Capacity: 90

Age Group: Preschool

Target Audience: **Emerging**, **Established**, **Experienced**

Renae Lingafelt-Beeker—Working Family Resource Center/NC Healthy Social Behaviors Initiative

When a child uses challenging behaviors at school, parents and teachers need to work together to address the issue. However, when discussing behavior problems parents often feel blamed by the teachers and teachers often feel unsupported by the parents. This session focuses on developing strategies and skills to make these conversations more productive for everyone... especially the child! Participants will learn how to set the stage for and successfully conduct these difficult conversations with parents.

Opportunities Within Your Local Affiliate and Chapters

Room 202, Capacity: 40

Age Group: Adult Learners

Target Audience: **Emerging**, **Established**, **Experienced**

Resha Washington—CFF

Sarah Prezioso—Nash Community College

Do you have an interest in becoming more active with your local affiliate/chapter? Or have you ever thought about taking on a leadership role in the field of early childhood education? If so, then this session is for you. Please join current Board Members of NCAeyc and the Local Affiliate Council in discussing ways to support your local affiliate/chapter by becoming active and learning about the process of assuming a leadership role. This session will be both group discussion and active learning. We will discuss the importance of having strong leadership within your local affiliate/chapter, the purpose of affiliates/chapters and the role of NCAeyc.

Encouraging Positive Body Image and Body Control Through Play

Room 203, Capacity: 52

Age Group: Infant/Toddler

Target Audience: **Emerging**

Melissa Mischka, Ciera Martinez, Lauren Schuessler, and Heidi Hollingsworth—Elon University

Research has shown that encouragement of positive body image and control affects children's development in multiple domains; content and quality of interactions with objects and people affect children's image of themselves. This session will increase awareness of why body image and control are important and demonstrate how these ideas can be supported/encouraged through play. Demonstrations of specific play activities will enhance caregivers' knowledge of how to incorporate play into the classroom to enhance self-esteem and mastery of physical self. Participants will be actively involved in discussions with each other and presenters regarding the application of learning experiences in their classrooms.

Persistent Fear and Anxiety Can Affect Young Children's Learning and Development

Room 204, Capacity: 48

Age Group: Across Age/Grade

Target Audience: **Emerging**, **Established**, **Experienced**

Laura Mykel—Giggles N Grins Learning Center

Children who have been abused and/or neglected bring behaviors and special needs into the classroom. Often all the tried and true methods you have used are not successful when dealing with these behaviors. Instead of throwing in the towel, or throwing your hands in the air, learn some new strategies that can help you deal with these behaviors and meet their special needs. Make their time and yours more productive and teach the child ways to cope and manage their feelings and anxiety.

Music, Movement, Motivation and More! Stemming the Tide of Childhood Obesity

Room 206, Capacity: 48

Age Group: Preschool through Grade 3

Target Audience: **Emerging**

Debbie Clement—Rainbows Within Reach

Put on your dancing shoes! Get up! Get active! Get oxygenated! Sing and dance to simple songs designed around current brain research. Songs are filled with patterns that scaffold. Simple repetitive choreography that encourages movement and participation will be taught! Jump! March! Ride your bike!! Cross the midline through movement! There will be puppets, costumes and props used to encourage young brains to respond to NOVELTY! Laughter will be encouraged. Giggles galore! Brain breaks! Sign language! Team building! Positive rapport! Let's ROCK!

Our 4 Brains—Building Communication Strategies and Brain Power—Whole Brain Learning the Fun Way!

Room 301A, Capacity: 120

Age Group: Infant/Toddler through Pre-K

Target Audience: **Emerging**, **Established**, **Experienced**

Lillian Hubler and Juliet Schuelke—Time To Sign, Inc.

This innovative and enriching session describes and demonstrates techniques to enhance learning and help children maximize their brain's fullest capabilities. During this session participants will learn fun and revolutionary practices on how to use sign language and other visual strategies to develop communication capabilities, routine building, pictorial scheduling, visual classroom rules, music and games which will provide powerful life learning effects for the home and classroom environments. Learn the 6 Communication Benchmarks of children so that we can designate the correct classroom roles.

A Study of Bridges: Project-Based Learning Benefits ALL Children and their Teachers

Room 301B, Capacity: 119

Age Group: School Age

Target Audience: **Emerging**, **Established**, **Experienced**

Sharon Palsha—UNC Chapel Hill

Melanie Middleton—Durham Public Schools

Take a visual journey of a Bridge project implemented in an inner-city public school Kindergarten classroom that had children engaged in authentic learning to meet Common Core standards, 21st century skills, and goals across developmental domains. Inspired by project work carried out in the schools in Reggio Emilia the teachers and children spent two months researching bridges both locally and globally as children designed and built their own bridges and class bridge, wrote stories and performed their own plays based on their work. As the children's learning is made visible with artifacts and video you are also introduced to the process for planning project-based learning to implement in your own classroom.

Everything You Need to Know About the Early Educator Support, Licensure and Professional Development (EESLPD) Office

Room 302A, Capacity: 126

Age Group: Preschool

Target Audience: **Emerging**, **Established**, **Experienced**

Kyle Worley and Lorie Looper—DCDEE-EESLPD Office

Join us for this informational session and have all of your questions answered about the Beginning Teacher Support Program for teachers in nonpublic programs. Hear from EESLPD Office Staff as well as teachers and site administrators who have experienced first-hand the tremendous outcomes for children, their families and educators that result from this relationship based growth process. Participants will explore how mentoring and evaluation services support a teacher's growth on the Rubric for Evaluating NC Teachers and why our team approach is optimal for supporting a teacher's journey. Participants will be provided with information and the steps needed to support them from enrollment through licensure actions with the EESLPD Office.

Ready, Set, School! Playing Your Way to School Readiness

Room 302B, Capacity: 121

Age Group: Preschool

Target Audience: **Emerging**, **Established**, **Experienced**

Hardin Engelhardt and Christy Kissick—

Marbles Kids Museum

What does school readiness mean? How can teachers and parents intentionally foster literacy, numeracy, and social and emotional development through play? Join us to learn more about what kids need to know and be able to do to be successful in Kindergarten and participate in hands-on play that gets them ready. Plenty of reading, writing, math, and science fun!

Understanding the Affordable Care Act (ACA) and How It Impacts You

Room 302C, Capacity: 120

Age Group: Adult Learners

Target Audience: **Emerging**, **Established**, **Experienced**

Jill Arnold and Samirra Wise—

Child Care Services Association

Do you have questions about health insurance? Do you understand the Affordable Care Act (ACA) and how it impacts you? Join us to learn more about this often-confusing topic. We will discuss and demonstrate how to secure insurance for yourself and your family, as well as how you can help your staff, coworkers, peers and/or the families you serve. Open enrollment begins November 15—the time to prepare for application is NOW! Session will include time for questions and answers.

Lifting Voices

Room 303, Capacity: 140

Age Group: Adult Learners

Target Audience: **Established**

Debra Torrence—NC Institute for

Child Development Professionals

Who's making the rules? Do you want to know where the money comes from for early childhood services? Ever wonder who is making the rules that govern our work? Interested in lifting your voice and sharing input about the needs of early educators, children and families? Looking for tools to help parents, policy makers, funders, staff or others understand why education is important? Join this session to build your own toolkit!

Student Motivation and Engagement: Informing Classroom Practice Part 2 of 2

Room 304, Capacity: 155

Age Group: School Age

Target Audience: **Emerging**, **Established**, **Experienced**

Adam Holland—FPG Child Development Institute

Current classroom approaches to student motivation rely largely on antiquated theory. Therefore, the introduction will focus largely on problematic aspects of how this theory plays out in classrooms (e.g., sticker charts, card charts). Then, we discuss a more modern theory of motivation (self-determination theory) and explore some practical applications. The focus will largely be on classroom management, concentrating on ways to improve student engagement and decrease teacher stress. The workshop next will delve even deeper into practical applications, addressing topics such as tattling, bathroom time, lining up, and persistent misbehavior. Time will be allotted to discuss issues provided by participants as well. Finally, another modern theory of motivation (achievement goal theory) will also be presented, along with implications for pedagogy and collaborative inquiry.

Let's Talk About Smart Start!

Room 305A, Capacity: 128

Age Group: Adult Learners

Target Audience: **Emerging**, **Established**, **Experienced**

Nancy H. Brown

Cindy Watkins—NC Partnership for Children

Participate in a dialogue with new leaders at the NC Partnership for Children. Hear a brief review of the structure, goals and future of Smart Start. Ask questions, offer suggestions and explore ideas about how NCAeyc and NC Partnership for Children can work together to benefit children and families in North Carolina.

Block Center and Play in Pre-K and K

Room 305B, Capacity: 120

Age Group: Across Age/Grade

Target Audience: **Emerging, Established, Experienced**

Amy Emerson, Bonita Haywood-Daniels,
and Juliana Harris—Martin County Schools

Towers, bridges, and castles, oh my! Come learn why building with blocks is such a necessary part of high-quality Pre-K and Kindergarten classrooms! Learn how 3 NC Demonstration teachers use the block center to meet the goals and standards in both Foundations and the Common Core/Essential Standards and support young children in becoming 21st century learners. Discover the stages of block play and how children in high quality classrooms develop as learners from Pre-K to Kindergarten as participants in the block center.

Visual Arts and Creative Expression: Playful Learning at its Finest

Room 306A, Capacity: 128

Age Group: Preschool through Grade 3

Target Audience: **Emerging, Established, Experienced**

Eva Phillips—Winston-Salem/Forsyth County Schools

Are you someone who says, "I can't do art"? If so, this session is for you. Join other early childhood colleagues to think about, discuss and actively explore the world of visual arts in Pre-Kindergarten and Kindergarten. Learn about the essential nature of the creative art process within an environment that encourages play and creativity, all the while meeting early learning and common core state standards. Come ready to step outside your comfort zone as we use a variety of art materials to create and learn new strategies for enhancing children's opportunities for creative expression, as well as your own.

Reading Giraffe—Where Books Run Wild!

Room 306B, Capacity: 128

Age Group: Preschool through Grade 3

Target Audience: **Emerging, Established, Experienced**

Derick Wilder—Playball and Reading Giraffe

Reading is a key that opens the door to a lifetime of learning by tapping into a child's imagination! In this interactive session, we'll dive into picture books and share the secrets for making read-aloud sessions come alive. But that's just the beginning! In order to engage our little visual, auditory and kinesthetic learners, we'll create craft projects and participate in role-playing games built around each story's themes and characters. Our goal is to inspire a life-long passion for reading by making books fun and adventurous! We'll share over a dozen of my kids' favorite stories!

Putting It All Together:

The V.I.P. of Positive Guidance Dialog and Technique

Room 306C, Capacity: 128

Age Group: Preschool

Target Audience: **Emerging, Established, Experienced**

Debi LaVine and Laura Davis—

Lord of Life Preschool and Kindergarten

VALIDATE! INTERVIEW! PROBLEM SOLVE! Every early childhood educator is eager to build a child's self-control, self-esteem, and problem-solving skills while providing a positive, caring classroom environment. The V.I.P. positive guidance dialog technique is specifically designed to do just that! The technique assists early childhood educators to become positive guidance facilitators. The teacher-friendly V.I.P. positive guidance dialog technique has been an extremely positive tool in North Carolina early childhood classrooms. Teachers welcome the technique because it naturally guides them through a sequential conversation process that validates feelings, addresses cause and effect, and leads to the development of positive problem solving skills in young children. Come join us for a powerful breakthrough in your positive guidance technique!

Multi-Sensory Story Time: Ensuring Story Times are Appropriate for All Preschoolers

Room 307, Capacity: 60

Age Group: Preschool

Target Audience: **Emerging, Established, Experienced**

Kristen Monteith and Lisa Godwin, PhD—
Central Piedmont Community College

Keeping children engaged during story times can be a challenge. This session addresses the varied needs and abilities children bring to the early education setting, and shares strategies for ensuring that all preschool-aged children become and remain engaged during story times. Participants will engage in a story time that involves the senses (hearing, sight, touch, and smell) and utilizes active engagement. Participants also will create props to take with them for use in their own settings.

Building Your Bounce:

Simple Strategies to Promote Adult Resilience

Room 402, Capacity: 232

Age Group: Across Age/Grade

Target Audience: **Emerging, Established, Experienced**

Nefertiti Bruce-Poyner

Devereux Center for Resilient Children

The quality of service that adults provide to children and families is directly impacted by the manner in which they care for themselves. This training is designed to explore the importance of taking care of promoting the social and emotional health of the caregiver. Participants will learn how the social and emotional well-being of the adult has an impact on their ability to care for children and specific, simple, inexpensive strategies to reduce stress and promote the adult's social and emotional health.

Autism, Our Journey Together, A Message of Hope

Room 205, Capacity: 48

Age Group: Across Age/Grade

Target Audience: **Emerging, Established, Experienced**

Cindi Svoboda and DJ Svoboda

DJ and Cindi will share their story from DJ's diagnosis of Autism at the age of three to where they are today. They will discuss how Cindi learned how to adapt her world to allow DJ to fit into it and not expect DJ to fit into her world. This session will illustrate a proud mom's patience and unconditional love that was learned, and most of all about accepting others just the way they are.

NAEYC Accreditation of Programs for Young Children: Achieving Excellence for Children, Families and Professionals

Room 307B, Capacity: 48

Age Group: Across Age/Grade

Target Audience: **Emerging, Established, Experienced**

Tanya Dennis—Telamon, Jennifer Austin—NCAeyc,
Carolyn Gray, Lynette Dillard, Janice Judd, and
Rosa Matthews—Telamon

Want to learn more about NAEYC Accreditation of Programs for Young Children? This session features engaging conversations with teachers and administrators sharing insights and perspectives from their experiences. Program Portfolios will be on display for you to review and discuss. You will be invited to share questions and identify needs to help inform NCAeyc's future direction in raising awareness of and supporting programs going through NAEYC Accreditation.

Session Three

Friday, September 12, 3:00 – 4:30 pm

How Big is Your Footprint?

Environmental Education for Young Learners

Room 201, Capacity: 90

Age Group: School Age

Target Audience: **Emerging**, **Established**, **Experienced**

Kelly Morlacci–Trinity Presbyterian Weekday School

Engage in memorable, interdisciplinary activities that help students understand the human ecological footprint, while building knowledge and skills in science, social studies, math and language arts. The presenter will begin with an overview of concepts and learning strategies in environmental education that are appropriate for the K-3 classroom. The presenter will then engage participants in activities that illustrate interdependency of living things in nature, ways people use natural resources and ways people can have a positive impact on the environment. All activities fit the objectives of North Carolina's Environmental Literacy Plan.

Allergies, Asthma, Diabetes and Seizures–Oh My!

Room 202, Capacity: 40

Age Group: Across Age/Grade

Target Audience: **Emerging**, **Established**, **Experienced**

Theresa Stenersen, Rhonda Rambeaut,
and Sharon Brown–UNC Chapel Hill

Afraid to care for children with chronic health conditions like allergies, asthma, diabetes or seizures? Discover how to include children with chronic health conditions in all aspects of early care and education. Learn how to prevent incidents by following health care plans. Determine how to make your facility asthma and allergy friendly. Practice how to respond to a seizure and the early signs of low and high blood sugar. Experience what it feels like to have an asthma episode. Leave knowing how play is impacted and managed for children with chronic illness.

Effects of Adapted Dialogic Reading on Expressive Language Skills of Latino Preschoolers

Room 203, Capacity: 52

Age Group: Preschool through Grade 3

Target Audience: **Emerging**, **Established**, **Experienced**

Kristi Godfrey-Hurrell and Katie Swart–UNC Charlotte

Young English language learners (ELLs) are at risk for language-related difficulties, which may put them at risk for Kindergarten transition. Early literacy strategies such as dialogic reading have shown to assist preschoolers' oral vocabulary skills. The purpose of this presentation is to present the results of a study that supported the use of dialogic reading with Latino preschoolers at risk of language disabilities. Additionally, this research will provide participants with a literacy based intervention that includes storybooks and play with props to assist young children who may be at risk for developing language disabilities or delays.

Keeping Families Engaged in the Home Based Program

Room 204, Capacity: 48

Age Group: Infant/Toddler through Pre-K

Target Audience: **Emerging**

Heddie Taylor–Telamon Corporation Head Start

Home visiting programs are challenge when it comes to keeping and maintaining families. Families stay engaged when they feel motivated and empowered to recognize their needs, strengths, and resources. You will learn key factors for keeping families engage in the Home Visiting Program. Learn how to keep families engaged, determine and respond to the need of the parent, promoting and retaining families in the Home Based program.

A Picture is Worth a Thousand Words: Using Digital Pictures in the Classroom

Room 205, Capacity: 48

Age Group: Across Age/Grade

Target Audience: **Emerging**, **Established**, **Experienced**

Jennifer Jones and Rashad Roberts–
Alamance Community College

In this session you will learn ways to use digital pictures to build all areas of your curriculum (math/engineering, science, sand/water, dramatic play, music, literacy, art, and blocks) and all domains of development (physical, social-emotional, cognitive, and language). You will also learn creative ways to document children's learning. This documentation can be displayed in the classroom or shared with parents.

Gardening with Infants, Toddlers, and Preschoolers

Room 206, Capacity: 78

Age Group: Across Age/Grade

Target Audience: **Emerging**, **Established**, **Experienced**

Pamela McIntyre, EdS and Lisa Godwin, PhD–
Central Piedmont Community College

This session explores strategies for gardening with infants, toddlers, and preschoolers. Gardening is appropriate for all ages, and can incorporate all curriculum areas. Participants will learn basics for starting a garden, cultivating a variety of edible/non-toxic plants, and incorporating fun throughout.

Incorporating Yoga Into the Classroom: Music, Tips & Tools

Room 301A, Capacity: 120

Age Group: Preschool through Grade 3

Target Audience: **Emerging**, **Established**, **Experienced**

Bari Koral–Rockefeller University

A trip to the moon? Growing from seeds into apple trees? Learn to integrate yoga into the classroom through music, games, stories, breathing activities and relaxation time. This fun loving & interactive session will feature a live music presentation plus open discussion. We'll learn poses, activities and songs that build confidence, strength, balance, coordination and improve emotional well being. As we move and play you'll learn life-changing tools you can easily incorporate into the classroom. We'll end our session with some sweet relaxation that help children (and adults!) relax and recharge. There will be opportunities for everyone to share, ask questions and reflect.

Project-based Learning: Meeting Common Core Standards and 21st Century Skills in an Authentic Way

Room 301B, Capacity: 119

Age Group: School Age

Target Audience: **Emerging, Established, Experienced**Sharon Palsha and Jill Greeson—UNC Chapel Hill,
Kris Swanson—Estes Hills Elementary School

Early primary teachers are currently faced with the challenge of having their students meet Common Core Standards and 21st century skills. Compounding this challenge, despite decades of research supporting developmentally appropriate practices for young children, is the fact that teachers are currently often being asked to implement a highly structured academic curriculum as a way of addressing these standards. Come take a visual journey to witness a project on the Human Body in an inclusive public school Kindergarten classroom where every child is engaged in hands-on, developmentally appropriate activities as they meet standards across developmental domains. Visuals will include photos and videos of the children's work, which includes writing How to Books using digital publishing.

The Case of "E is for Ethics, P is Professionalism"

Room 302A, Capacity: 120

Age Group: Adult Learners

Target Audience: **Emerging, Established, Experienced**Harriette Dudley and Kelli Fitzgibbons—
Central Piedmont Community College

What does "being a professional" mean in the field of Early Care and Education? How does the NAEYC Code of Ethics impact what we do in and outside of the classroom? How do we use the NAEYC code of ethics?

This session is presented as a court case where the participants take on the roles of judge, jury, witnesses, and observers. As a participant, you will engage in the process of defining ethics and professionalism for the field. Participants will also reflect on how ethics and professionalism impacts and informs our daily interactions and activities. Experience the trial. Hear the verdict. Implement the sentence.

STEM Play!

Room 302B, Capacity: 121

Age Group: Preschool

Target Audience: **Emerging, Established, Experienced**Alex Laube and Natalie Kacsmayk—
Marbles Kids Museum

Explore ways to spark kids' curiosity about STEM through play! Through hands-on fun, kids become scientists, generating questions and formulating understandings about how the world works. Find out and share ideas about how to provide science experiences that get kids interested and discovering.

Tackling Turnover:**Praising and Rewarding Staff For Little or No Cost**

Room 302C, Capacity: 120

Age Group: Adult Learners

Target Audience: **Emerging, Established, Experienced**

Vernon Mason—

WEE SCHOOL Child Development Centers, Inc.

A director's guide to tackle turnover, build a dedicated staff, and raise morale. Directing a childcare program has its challenges; one of the biggest is staffing concerns. In this session the presenter, who has been a director for 20 years, will give examples of how directors can support their staff, reduce staff turnover, raise staff morale and build dedication for little or no cost. Participants will be asked to share innovative ideas that they have used. We will also discuss obstacles in achieving the desired outcome. Participants will leave with practical information to put to immediate use in their program.

Retooling the Early Childhood**Message to Build New Champions**

Room 303, Capacity: 140

Age Group: Adult Learners

Target Audience: **Emerging, Established, Experienced**

Tracy Zimmerman and Lisa Finaldi—

NC Early Childhood Foundation

The First 2000 Days initiative builds public and policymaker support for early learning investments by engaging unexpected voices as champions. The initiative engages community leaders and is supported by a message emphasizing how early investments impact all North Carolinians. The North Carolina Early Childhood Foundation is collaborating with many organizations in this effort. The session will provide early learning educators with a new message and tools to build community support for early learning. Through an interactive session, participants will be able to engage new voices in their work.

How to Be an Effective On-Line Student

Room 304, Capacity: 155

Age Group: Adult Learners

Target Audience: **Emerging, Established, Experienced**

Kim-Tai DeMars and Gillian Gansler—Quality Assist

This session takes a look at the different types of on-line choices that are available. How do you make sure you are choosing the right one? Come and join us for a trip into the on-line world of learning.

Updates from the Division of Child Development and Early Education

Room 305A, Capacity: 120

Age Group: Adult Learners

Target Audience: **Established**

Jennifer Johnson and Mary Lee Porterfield—DCDEE

Please join us to learn about the many changes to the early care & education landscape in North Carolina! The Division of Child Development & Early Education has moved and that is just the tip of the iceberg! Participants will have an opportunity to ask questions about changes and initiatives related to the Division, and share ideas about how our early childhood system can continue to strengthen and grow.

The Happy Talent (and Serious Business) of Dramatic Play

Room 305B, Capacity: 120

Age Group: Preschool through Grade 3

Target Audience: **Emerging**, **Established**, **Experienced**

Marylee Sease and Lee Messer—Haywood County Schools, Lisa Bruggeman—Asheville City Preschool, Wendy Secrest—Catawba Elementary

In this climate of data-driven instruction and teacher effectiveness based on child outcomes, the benefits of play, specifically Dramatic Play, need to be recognized, utilized and articulated. Participants will view examples of children participating in high quality socio-dramatic play in Pre-K and Kindergarten classrooms. Two Pre-K Demonstration teachers and 2 Kindergarten Demonstration teachers will share strategies for intentionally implementing Dramatic Play center opportunities and effectively supporting learning. Attendees will have opportunities to engage in lively discussion, explore props, create a takeaway and ask questions.

Art That's From the Heart! Activities that Promote Creativity and Thinking

Room 306A, Capacity: 128

Age Group: School Age

Target Audience: **Established**

John Funk—University of Utah/Excellence Learning

Are you tired of doing the same art projects every year? When chosen carefully, art activities can promote and generate creative and critical thinking. Learn the many uses of paper, paint, crayons, tools, hands, feet, and partners to inspire engagement in young children. Participants will participate in activities and apply principals to determine the thinking skills involved. This session will explore the relevancy of "thinking outside the box" and how art activities can be used in every academic domain.

Talking with Parents and Administrators About the Importance of Play in K-3

Room 306B, Capacity: 128

Age Group: Adult Learners

Target Audience: **Emerging**

Karen Lounsbury—NCDPI
Darlene Germano—NCDPI/OEL

You know the importance of play in children's learning, but can you articulate it to parents and administrators? In this session participants will learn how to connect children's play to the developmental domains, and the developmental domains to learning. Then, through discussion and activities, participants will boost their understanding and confidence when talking with parents and administrators about the importance of children's play and its connection to learning in the K-3 classrooms.

Leading with Passion and Purpose

Room 306C, Capacity: 128

Age Group: Adult Learners

Target Audience: **Experienced**

Dr. Eileen Yantz—Gaston College

"When work, commitment, and pleasure all become one and you reach that deep well where passion lives, nothing is impossible." Do you still have a passion for leading? Does your leadership style inspire your staff and parents? In this session, you will examine your purpose; evaluate your leadership style; and learn new techniques for conducting staff meetings using the SMART method. You will also compare your leadership style to Covey's Habits for Effective Leaders and generate strategies to increase your effectiveness as a leader in child care.

Boosting Literacy in Young Children Through Story Telling/Story Acting

Room 307, Capacity: 60

Age Group: Across Age/Grade

Target Audience: **Emerging**, **Established**, **Experienced**

Pat Tuttle—Warren Wilson College

Janelle Allen—Verner Center for Early Learning

Power up your classroom community through story telling/story acting, a proven literacy curriculum based on Vivian Paley's iconic work in Kindergarten, recorded in numerous books and articles. During this session you will develop skills taking story dictations and facilitating an acting circle within the classroom. You will reaffirm how play and fantasy continue to be foundational in early childhood curriculum simultaneously engaging children's enthusiasm "for their story day," and providing for their emerging literacy. Through stories we analyze ways children 2 to 8 years old grow in vocabulary, comprehension, and print awareness achieving success in literacy and self confidence.

Meet and Greet with NAEYC's Executive Director Rhian Allvin

Room 307B, Capacity: 40

Age Group: Adult Learners

Target Audience: **Emerging**, **Established**, **Experienced**

Rhian Allvin, NAEYC Executive Director

Take advantage of this very special opportunity to meet and talk with NAEYC's Executive Director, Rhian Allvin. Rhian joined NAEYC in August 2013 and is responsible for guiding the strategic direction of the organization as well as overseeing the daily operations. Rhian will share updates from NAEYC and she will be eager to hear from our North Carolina members and Conference attendees.

Using a BIG Voice: Teaching the Skills of Assertiveness & Communication

Room 402, Capacity: 232

Age Group: Preschool

Target Audience: **Established**

Kim Hughes—Conscious Connections LLC

Children must learn that they teach others how to treat them. Conferees will understand how to use conflicts as an opportunity to teach students life skills and focus on assertive solutions by teaching both victims to use a self-assured voice and bullies to use effective verbal communication. Walk away from this session with a better understanding of Conscious Discipline and its role in building new skills and resources turning classroom struggles into shared cooperation by using conflicts as an opportunity to teach missing social-emotional skills.

Session Four

Saturday, September 13, 9:00 – 10:20 am

SEAL—Social, Emotional Academic Learning Using American Sign Language (ASL) to Enhance Social and Emotional Learning, Fun Play Activities; and Improve Classroom Management

Room 301A, Capacity: 120

Age Group: Infant/Toddler through Pre-K

Target Audience: **Emerging, Established, Experienced**

Lillian Hubler and Juliet Schuelke—Time To Sign, Inc.

Participants will learn how to use positive language and sign language for play to learn routines, visual cues, and great signs to enhance classroom management and have smooth, quiet transitions.

Peg + Cat

Room 301B, Capacity: 119

Age Group: Preschool

Target Audience: **Emerging, Established, Experienced**

Nannette Ausby and Sabrina White—UNC-TV

Math adventures at last—this session introduces this new series that help share in making Math FUN! This series also models attitudes such as curiosity and persistence that contribute to success in school and throughout life and can help children begin exploring math and get them interested in STEM at an early age.

Support Preschoolers with Special Needs Using Teacher-Made Ideas

Room 302A, Capacity: 128

Age Group: Preschool

Target Audience: **Emerging**

Joyce Kohfeldt—I.E.S.S., Inc.

Students age 3 and 4 with special needs represent a wide range of challenges. Explore focusing/lengthening attention spans through listening tasks and using Tell & Draw for visual tasks. Develop gross/fine motor skills needed for throwing, catching, and writing. Increase vocabulary for listening comprehension and speech. Count and sequence letters and numbers at concrete levels in games and small group activities. Session examples will be selected from cross content areas. Handouts will be provided.

What's New with K-2

Room 302B, Capacity: 121

Age Group: School Age

Target Audience: **Emerging, Established, Experienced**

Denise Schulz—NC Department of Public Instruction

Come learn what's new with K-2! Participants will receive updates from the Department of Public Instruction that impact K-2 and explore resources aligned to the Common Core State Standards for K-2 that can be used in classrooms to develop conceptual understanding and computational fluency.

Program Quality and Staff Support in Preschool and Infant/Toddler Classrooms

Room 302C, Capacity: 120

Age Group: Adult Learners

Target Audience: **Established**

Rhonda Sawyer and Martha Everett—NC Rated License Assessment Project, UNC Greensboro

This session explores the relationship of classroom quality scores and varying levels of staff support measured in the environment rating scales. Using data from over 5000 assessments conducted by the North Carolina Rated License Assessment Project, a comparison of overall classroom quality scores and the staff and parent subscale scores was completed. The analysis revealed positive correlations between overall classroom scores and subscale scores as well as some indicator level scores. The presentation highlights indicators associated with quality scores in both preschool and infant/toddler classrooms with a focus on programmatic practices.

Using the First 2000 Days Presentation to Advocate for Young Children

Room 303, Capacity: 140

Age Group: Across Age/Grade

Target Audience: **Emerging, Established, Experienced**

Beth Moore—Little Stepping Stones
Child Development Center

There are only 2000 days from the time a child is born until they enter Kindergarten. Brain development during this time is critical to future success. There is not much time! It is important for a thinking shift in the community about early education. We need business leaders, educators, legislators, military leaders and faith leaders to help raise awareness. This session will present the First 2000 Days Campaign to attendees as it is presented to the community.

How to Run A Child Care Business More Effectively

Room 304, Capacity: 155

Age Group: Adult Learners

Target Audience: **Emerging, Established, Experienced**

Rhonda Clark—Kaplan Early Learning Company

This session will showcase tools to assist you as you strive to provide high quality services to your children and families. There will be tips to ensure you are running your small business effectively.

A Guide to Developing Young Children's Movement Skills

Room 305A, Capacity: 120

Age Group: Across Age/Grade

Target Audience: **Emerging, Established, Experienced**

Ryan Fahey and Richard Rairigh—Be Active Kids

Be Active Kids has launched a new evidenced-based Movement Guide for children birth to five. Come and learn how to help develop young children's fundamental motor skills and movement concepts through a fun and interactive session. Through our Be Active Kids Story, our aim is for you to leave our session with the knowledge and skills necessary to lead activities with confidence and competence in a wide variety of environments.

The Power of Play and Investigation: Science in Early Childhood Classrooms

Room 305B, Capacity: 120

Age Group: Preschool through Grade 3

Target Audience: **Emerging**, **Established**, **Experienced**

Sarah Hopkins and Gina Troball–
Bogue Sound Elementary School

Come join us for an exciting look at Science across the Pre-K and Kindergarten continuum. Learn how to carry out science notebooking in a meaningful way for young learners. Experiment with materials that will cause your Science area to be fun and engaging. Come and gain experience looking for authentic assessment opportunities while your students are on the pathway to discovery!

Want to Play? Play is Children's Work

Room 306A, Capacity: 128

Age Group: Preschool

Target Audience: **Emerging**

Robin Pollard and Erin Brassell–Gaston College

We all know that play is far from worthless; it is invaluable learning time; literally how children construct knowledge. However today too much screen time and focus on testing has resulted in children who are not playing like they used to; we can show them how again. We will include a brief overview of psychological research confirming how and why play is essential for children's development, as well as routines and techniques to welcome and encourage healthy and high-level play in your classroom and center. Come learn how to help children rediscover the joy (and unsurpassed learning opportunities) in real play.

Pre-K Assessments for Readiness, Writing, Literacy and Math: A Systematic Approach

Room 306B, Capacity: 128

Age Group: Preschool through Grade 3

Target Audience: **Emerging**, **Established**, **Experienced**

Denise Donica–Handwriting Without Tears

Pre-K assessments are powerful tools for the early childhood educator to guide individual and classroom instruction. This session presents three simple, no-cost, informal assessments that address children's growth in crucial foundation skills in readiness/writing, language/literacy, and numbers/math. The assessments include activities, an observation checklist, and an assessment record. They are universal and developmentally appropriate for children ages 4-5. Using these assessments, educators can create effective lessons and monitor children's progress.

Music and Movement Activities to Increase Physical Activity Among Adults and Children

Room 307, Capacity: 60

Age Group: Preschool

Target Audience: **Emerging**, **Established**, **Experienced**

Alexandra Kluttz and LaRae Wiggins–
MCCS Camp LeJeune

Come wiggle and jiggle to move and learn! Participants will increase the quantity of time doing physical activities intentionally imbedded in daily routines and improve the quality of structured movement experiences within their classrooms. This is not a completely seated presentation; the presenters ascribe to the theory, "If the bum is numb, the brain is the same!"

NCAeyc Annual Membership Meeting

Room 306C, Capacity: 48

Age Group: Adult Learners

Target Audience: **Emerging**, **Established**, **Experienced**

Suzanne Hughes and Lorie Barnes–NCAeyc

Join the NCAeyc Board of Directors and staff to share in celebrating NCAeyc's proud history, learn about current initiatives and leadership opportunities and help inform our vision for the future! Discover ways you can engage with and support NCAeyc's Local Affiliates and Chapters across the state. Meet our newly elected NCAeyc Board of Directors for 2014.

Once Upon a Time...

What's New in Children's Literature!

Room 402, Capacity: 232

Age Group: School Age

Target Audience: **Established**

John Funk–University of Utah/Excelligence Learning

Are you too busy teaching to look for new children's literature titles that will enhance your classroom and curriculum? Come to this session to discover new and engaging books that have recently been published. Learn about resources that will help you filter the good books from the mediocre titles and how to enrich your children's experience with print. Watch and observe how to use books as a foundation for close reading activities that will support early childhood children to become future readers or more efficient readers.

Session Five

Saturday, September 13, 10:40 – 12:00 pm

Move and Groove by 2

Room 301A, Capacity: 120

Age Group: Infant/Toddler

Target Audience: **Emerging**, **Established**, **Experienced**

Derick Wilder—Playball and Reading Giraffe

Bring your sneakers and get ready to move! Young children begin the learning process through movement—we literally develop their brains as we develop their muscles. In this highly interactive workshop, we'll examine an array of movement activities and simple, fun games that get our little ones on the path to a dynamic future. By engaging their imaginations and playing age-appropriate games, we can help ensure that our next generation is healthy and happy!

Trauma! How to Recognize and Respond to Trauma Induced Behaviors in Children

Room 301B, Capacity: 119

Age Group: Across Age/Grade

Target Audience: **Emerging**, **Established**, **Experienced**

Carianne Walker and Kathleen Mason—MCCS

What is trauma? In a child's world, trauma can look much different than in an adult's world. This interactive class will explore the potential causes of trauma in a child's life. You will learn how to recognize trauma induced behaviors and how trauma aware practices will help you respond appropriately to trauma induced behaviors in the classroom. Learn to create an inclusive environment through positive behavior supports and trauma aware practices. Learn how this will allow students to feel safe and secure and how it supports their social emotional development during this impactful course.

Marvelous, Miraculous, Magic Science

Room 302A, Capacity: 120

Age Group: Preschool through Kindergarten

Target Audience: **Emerging**, **Established**, **Experienced**

Samantha Chauncey—Pitt Community College

Susan Styons—Vanguard Educational Institute

Can we teach chemistry and physics in pre-school and Kindergarten? Of course! And, we must. Join us for a fun filled laboratory that demonstrates the marvel and magic of science. Learn how to use science to motivate and inspire your students to utilize and develop high-level thinking, communication, and comprehension skills. Make potions that miraculously change colors, use water as glue, and more as we show you how to teach fundamentals of chemistry and physical science with research-based, best teaching practices in inquiry instruction.

A Tisket, A Tasket...Fill Your Literacy Basket

Room 302B, Capacity: 121

Age Group: Across Age/Grade

Target Audience: **Emerging**, **Established**, **Experienced**

Terri Walls BSN, RN, CCHC and Letha Ricks

Craven Smart Start, Inc.

Research shows that 4 year olds who know eight nursery rhymes by heart are more eager readers by the time they are 8 years old. Come learn how to use rhymes as a support for early literacy and language development as well as social-emotional development in young children. Participants will engage in developmentally appropriate activities designed to fill their "literacy basket." Participants will discover ways to include nursery rhymes in daily activities and routines to promote healthy behavior through positive guidance.

Lyrics to Literacy: Playful Connections between Singing and Early Literacy

Room 302C, Capacity: 120

Age Group: Across Age/Grade

Target Audience: **Emerging**, **Established**, **Experienced**

Debbie Clement—Rainbows Within Reach

Join a nationally award winning picture book author-illustrator in an UPbeat romp through the traditional picture books based on her original songs! Learn sign language to support the songs use in performance! See costumes, props, puppets and novelty in action! Plus view the slides of children's art from around the country created in response to the quilted fabric illustrations! This presentation is based on brain research (via Dr. Jean & Dr. Becky Bailey): simple repetition, call and response echoes, language acquisition through play, phonemic awareness through rhyme, crossing the midline, building patterns and scaffolding through song. Kinesthetic and proprioceptive!

Where's the Math? Discovering Math in Hidden Books

Room 303, Capacity: 140

Age Group: Preschool

Target Audience: **Established**

Tomeka Sidberry—Warren County Schools

This session is all about numbers and number sense, geometry, measurement, graphing, algebra, and math are everywhere if you know how to find them! Math is even in children's literature, hidden in the books they love for you to read to them. Take a look at children's classic and new titles in a different way and uncover the math concepts embedded in the stories. It doesn't end there....it's in your art, blocks, manipulative, housekeeping, and science, it's everywhere in the Early Childhood Classroom! Come out and learn effective ways to incorporate math while building strategies to ensure that developmentally appropriate practices and positive interactions are meeting the needs of the whole child, while actively engaging children through hands on creative activities to help young children discover MATH in a whole new way. During this session there will be hands-on activities and visual aids to help you gain knowledge to take back to your classroom.

Discover the Comprehensive CLASS System: Learning about Measuring and Improving Interactions

Room 304, Capacity: 155

Age Group: Preschool

Target Audience: **Emerging**, **Established**, **Experienced**

Sedra Spano, Teachstone

You've probably heard of the CLASS measure, but did you know that it's part of the larger CLASS system? Join Teachstone experts to discover how organizations like yours are using the CLASS system to learn about, measure, and improve the effectiveness of teacher-child interactions. We'll use videos, discussions, and activities to explore ways you can put the CLASS system to use in your work improving teaching and learning.

Speaking from Experience

Room 305A, Capacity: 120

Age Group: Across Age/Grade

Target Audience: **Emerging**, **Established**, **Experienced**

Judith Kuhn–Forsyth Country Day School

As a former Kindergarten teacher with forty-one years of classroom experience and a developmental placement specialist, certified by the Gesell Institute, this presenter will share teaching ideas and practices, including classroom management, teacher-parent relationships, and avoiding teacher burnout. Ideas presented in her recently published book “Is Your Child Ready for School? Finding the Best Grade Placement” will also be discussed.

Literacy Center in Pre-K and K: Supporting Literacy Development through Playful Learning

Room 305B, Capacity: 120

Age Group: Preschool through Grade 3

Target Audience: **Emerging**, **Established**, **Experienced**

Amy Blessing–Pender County Schools

Connie Wells–Edgecombe County Schools

Participants will learn from two NC Demonstration Classroom teachers how effective early literacy instruction is embedded in play through the use of centers in Pre-K and Kindergarten classrooms. They will discover how play-based instruction can offer meaningful learning experiences that support students working both independently and collaboratively to meet individual literacy goals. Participants will gain insight on the seamless flow of literacy development from Preschool to Kindergarten.

Notably Mathematics

Room 306A, Capacity: 128

Age Group: School Age

Target Audience: **Emerging**, **Established**, **Experienced**

Marsha Sirkin–Carteret County Schools

Notebooks are not just for elementary students! In this session you will learn how to effectively apply math notebooking as a mind tool strategy for students while learning math foundational skills. This notebook session will include how incorporate technology, foldables, games, and reflection to make math notebooks totally interactive and engaging for students. Math notebooks are the perfect tool to connect usage of math manipulatives to the abstract.

ABC Sign With Me!

Room 306C, Capacity: 128

Age Group: Across Age/Grade

Target Audience: **Emerging**, **Established**, **Experienced**

Lisa Fernley

Teaching children to sign is more than just a fun activity. Research has proven the many benefits of signing with children. Join us for this fun, interactive session on incorporating sign language into your daily routines. Learn signs and activities for Circle Time, Story, Music, Classroom Management and Playtime. Handouts include tips and resources.

Let's Get Messy

Room 306B, Capacity: 128

Age Group: Across Age/Grade

Target Audience: **Emerging**, **Established**, **Experienced**

Faith Watrous and Bernita Purvis–UNMC MCCS CYTP

Art is an expression of the human spirit and fosters creativity. Creative people are more willing to try new things, combine ideas and materials in novel ways, and take risks. When children participate in art experiences, they develop abilities and skills necessary for inventiveness and problem-solving. Participants will learn how to plan and implement developmentally appropriate art experiences which provide children opportunities to develop an appreciation of themselves and others, allow them freedom to make choices, and express and organize their thoughts. Participants will discover ways art experiences foster and encourage exploration, experimentation and creativity in children through hands-on experiences.

Learning Through Music and Movement Across the Curriculum

Room 307, Capacity: 60

Age Group: School Age

Target Audience: **Emerging**, **Established**, **Experienced**

Angela Clayton–Granville County Schools

Participants will actively engage in literacy based activities that teach science, math, and social studies concepts through music and movement. I will share how to provide a non-threatening, inviting atmosphere making learning fun and exciting.

Culturally and Linguistically Responsive Policies and Practices

Room 402, Capacity: 232

Age Group: Adult Learners

Target Audience: **Emerging**, **Established**, **Experienced**

Anna Mercer-Mclean–

Community School for People Under 6

This session will discuss what it means to have culturally and linguistically responsive policies and practices, a culturally competent staff, defines what a culturally responsive classroom includes and how to engage families. An assessment tool to identify Culturally Responsive Policies and Practices will be shared. Small group discussion supports the development of a Cultural Competence Plan for your facility; and provides an opportunity for networking with other program administrators.

Session Six

Saturday, September 13, 12:20 – 1:40 pm

Playing Throughout the Five Learning Domains

Room 301B, Capacity: 119

Age Group: Preschool

Target Audience: **Emerging**, **Established**, **Experienced**

Danielle Johnson—Durham's Partnership for Children

Let's play our way through the day as we discover, make connections, and gain new skills! "Playing through the Five Learning Domains" draws on the learn through play philosophy and explores creative developmentally appropriate strategies to engage, children, educators, and families. We often become stagnant and fall into a rut with our routines. During this session we'll explore creative opportunities to "Playing through the Five Learning Domains". Attendees will view a day in pre-k via a picture montage and will then have the opportunity to create their ideal day through play. This session is designed to support all ECE professionals with a particular emphasis on pre-school professionals as they implement a developmentally appropriate curriculum in their respective learning environment.

Literacy: More Than Just A Center!

Room 302B, Capacity: 121

Age Group: Preschool through Grade 3

Target Audience: **Emerging**, **Established**, **Experienced**

Erin Dawson and Meredith Gurley—
Lenoir County Public Schools

Literacy should be pervasive throughout a Pre-K classroom. Participants will learn how to incorporate reading and writing by being shown a variety of developmentally appropriate activities for promoting literacy. Forget ditto sheets and tracing letters and discover fun ways to learn how to read and write. Participants will also gain knowledge of how to talk to parents about learning through play and what is developmentally appropriate for preschool age children. Activities to offer parents to do at home with their children to prepare them for Kindergarten will be shared. Come hear from teachers sharing their experiences of what really works.

Let's Go Outside to Play and Learn!

Room 302C, Capacity: 120

Age Group: Preschool

Target Audience: **Emerging**

Carla Gregory and Angie Jahr—
Brunswick Community College

Attendees will learn how outdoor play can benefit more than just the physical health and gross motor skills of children. Outdoor play is a great opportunity to extend learning activities from all domains as an extension of the classroom. It is a time that can be observed and the children can be assessed on a variety of things. The session will be engaging and attendees will apply what is learned in this session. The class information will be presented through lecture, discussions, slide shows, group work, and handouts.

Brain Smart Discipline

(Introduction to Conscious Discipline)

Room 303, Capacity: 140

Age Group: Across Age/Grade

Target Audience: **Emerging**

Beverly Black and Wanda Sparks—
Rockingham County Partnership for Children

Conscious Discipline® is an emotional intelligence program consisting of Brain Smart® strategies for responding rather than reacting to life events. Through responding conflict moments are transformed into cooperative learning opportunities. Conscious Discipline® is a research based program proven to: Increase academic achievement, Decrease problem behaviors, and Improve the quality of relationships. Participants will leave with some exciting new discipline strategies to create a calmer environment for learning.

Play in the Math and Manipulatives Center; Preschool and Kindergarten

Room 305B, Capacity: 120

Age Group: School Age

Target Audience: **Established**

Shari Funkhouser—Asheboro Early Childhood Development Center, Susan Choplin—Winston-Salem Forsyth County Schools

There is no question that mathematics instruction in the preschool and Kindergarten classroom is imperative. Math and Manipulative centers can elicit wonderful opportunities for children to explore mathematics and for teachers to scaffold learning. Participants will view examples of children working in this center. Two NC Demonstration Classroom teachers will share strategies for implementing a successful math center, effective ways to support learning in this center, as well as connections to outdoor learning, home-school connections, and assessment. Attendees will have opportunities to engage in questions and discussion.

Stress—Good or Bad for Brains?

Room 306A, Capacity: 128

Age Group: Infant/Toddler through Pre-K

Target Audience: **Emerging**, **Established**, **Experienced**

Lara Kehle—KidSCOPE

Excessive or toxic stress disrupts the architecture of the developing brain. This session examines children's (and adult's) brain development. We will explore the complex interaction of nature and nurture in the development of each child's brain and behavior. Videos will support learning. Small and large group activities will provide opportunities to practice ways to help develop emotional and behavioral self-regulation.

Children at Play: Developing 21st Century Skills and Nurturing Learning Dispositions

Room 306C, Capacity: 128

Age Group: Preschool through Grade 3

Target Audience: **Established**

Rachel Harkey—Stanly County Schools

Teachers are under increasing pressure to prepare students for college/career readiness. Students are expected to develop learning and innovation skills, information and media technology skills, and life and career skills. Play provides many opportunities to increase and strengthen these skills. Play also provides many chances for teachers to nurture learning dispositions identified as essential for effective learners: independence, creativity, self-motivation, and resilience. In this session, participants will be introduced to these skills and dispositions and explore ways to facilitate skill development and nurture dispositions through intentional play in their classrooms.

Join the PlayDaze Parade from 1:40 – 2:00 pm! Gather in the Main Lobby.

2014 NCaeyc Annual Study Conference

Documentation of Professional Development Credit Hours

(Please submit this form to your Director or School Administrator as proof of attendance. Keep a copy for your records.)

I, _____ certify that I attended all Sessions checked and/or listed below.
Attendee Name

NCaeyc Pre-Conference Sessions, Thursday, September 11

(Mark the appropriate check box for each session attended.)

☐ Title _____ 6.0 hours

Friday Sessions, September 12

☐ Session 1 _____ 1.5 hours

Title: _____

Presenter: _____

Topic Area/Licensure Standard: _____

☐ Session 2 _____ 1.5 hours

Title: _____

Presenter: _____

Topic Area/Licensure Standard: _____

Keynote Presentation, Friday, September 12

☐ Kids Just Wanna Have Fun (And teachers do, too!) _____ 1.5 hours

☐ Session 3 _____ 1.5 hours

Title: _____

Presenter: _____

Topic Area/Licensure Standard: _____

Saturday Sessions, September 13

☐ Session 4 _____ 1.3 hours

Title: _____

Presenter: _____

Topic Area/Licensure Standard: _____

☐ Session 5 _____ 1.3 hours

Title: _____

Presenter: _____

Topic Area/Licensure Standard: _____

☐ Session 6 _____ 1.3 hours

Title: _____

Presenter: _____

Topic Area/Licensure Standard: _____

Total Hours: _____

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presents

(attendee name)

with this Certificate of Attendance for the
2014 NCaeyc Annual Study Conference
September 11-13, 2014



Dan Tetreault, NCaeyc Board President

Conference Evaluation

To help us plan for future Conferences, please respond to the following items using the scale provided below. Place completed evaluation in the box at Registration.

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	N/A
Your Professional Development Experience						
1. Information to plan your Conference experience (email blasts, website information)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Registration process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Conference Program guiding your Conference experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Conference Center facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Hotel options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Quality of Sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Session topics relevant to your work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Overall flow and organization of the Conference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Access to information and assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Events						
10. Friday Keynote Session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Local Affiliate Corner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Author Book Signing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. DAP Showcase	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Table Talks Resource Fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. NCAeyc Photobooth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Vendor Spotlight and Vendor Visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. PlayDaze Parade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff, Volunteers, Presenters and Sessions						
18. Helpfulness of staff and volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Professionalism of presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Conference Attendance

20. How did you find out about this year's Conference? ☐ Received email ☐ My employer ☐ From NAEYC/NCAeyc website ☐ From attending the 2013 Conference ☐ Other _____
21. Who paid your Conference registration? ☐ Self ☐ Employer ☐ Other _____
22. How important were the following factors in your decision to attend the Conference? (Please rank the factors in order of priority from #1-5, with #1 being the most important to you.)
- | | |
|---|---|
| <input type="checkbox"/> Networking with other early care and education professionals | <input type="checkbox"/> Requirements for contact hours |
| <input type="checkbox"/> Learning new practices/methods to use in my position | <input type="checkbox"/> Location of Conference |
| <input type="checkbox"/> Dates of Conference | |
23. Are you a member of NCAeyc? ☐ Yes ☐ No
24. How likely are you to attend the 2015 NCAeyc Conference? ☐ Very likely ☐ Maybe ☐ Not very likely

Additional Comments/Suggestions:

Vendors

For easy access between sessions, vendors are located in the hallways of the 3rd floor main level. Vendors help make our NCAEYC Conference possible! Connect with them throughout the day and thank our vendors for their support.

Friday, September 12, 8:00 am – 5:30 pm

Saturday, September 13, 8:00 am – Noon

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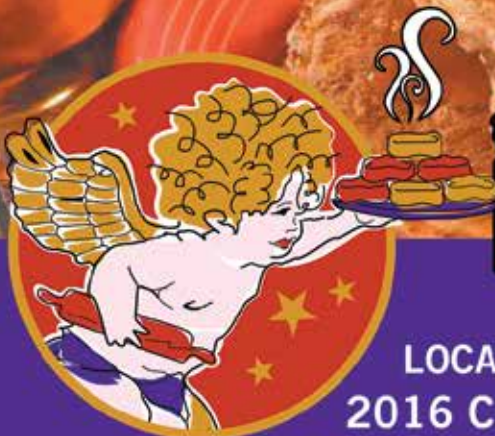
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