

REFLECTING QUALITY

Diversity,
Inclusion,
& Equity
in Early
Childhood
Education



64th Annual Conference
SEPTEMBER 14 - 16, 2017
Raleigh Convention Center

Lakeshore Proudly Supports North Carolina AEYC!



Don't miss our session...

Language and Literacy for Infants and Toddlers: Setting the Foundation

Friday, September 15 • 8:00 AM–9:30 AM

ROOM 304

To learn more, contact

Wes Heymann

Regional Manager

(919) 410-2398

wheymann@lakeshorelearning.com

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NCAEYC'S ANNUAL CONFERENCE

There is no exact end point in diversity, inclusion and equity. Not just one helpful book from which to glean a newfound capacity to work with children, families, and colleagues in ways that honor human differences. Each new idea or revelation opens up a whole new set of questions and expansion of ideas—and being mindful of this process of exploring, honoring, understanding, and including. NCAEYC's 64th Annual Conference theme is a reflection of a very significant renewed commitment to be what NAEYC calls a High Performing Inclusive Organization. "HPIO" is emphasized, supported, and required as a primary commitment of our recently renewed Charter agreement with NAEYC.



A Legacy of Professional Development

For the 64th year, NCAEYC is delighted to gather with you at our Annual Conference to connect as leaders, members and conference attendees committed to learning, exploring, growing and evolving as individuals and as a field of practice. Be immersed in this multi-faceted professional development experience that reflects both a history of and a heart for our shared commitment to quality for young children and families. Coming together with a shared commitment to young children and families creates a unique opportunity for personal and professional reflection and growth. We welcome you on this journey as we continually strive to increase our ability to be a High Performing Inclusive Organization. Our desire is to create space for you to be meaningfully connected to, actively engaged with, and uniquely inspired by other professionals committed to this valuable early childhood journey.

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Dear Conference Attendees:

On behalf of NCAEYC's Board of Directors and staff, welcome to our 64th Annual Conference! It is our honor to be a part of the fabric of North Carolina's early care and education system by supporting our state's early childhood professionals in learning, growing, advocating, being connected, and being well. We strive to be intentional in designing a conference experience that promotes and inspires excellence in your practice and the practice of those you support.

NCAEYC's Annual Conference serves as an important touch-point in the lives of early childhood professionals. Each year, hundreds gather to study, learn, share, and connect to people, information, and resources that positively impact the quality of early care and education experiences of North Carolina's young children, birth through age eight. By coming together each year as a profession, members of the field coalesce around standards, principles, practices, ideas, and innovations that make a difference for children, families and our field.

Each fall, NCAEYC's Annual Conference launches members into a year-long adventure of connected and purposeful professional development opportunities. It is a gathering that inspires and renews the hearts and minds of early childhood professionals. It connects and equips practitioners to be their best and to do their best. It strengthens and grows a network of diverse individuals serving in a wide variety of roles and settings. NCAEYC uniquely connects educators, administrators, and leaders across systems and across an important 0–8 age spectrum.

This year's conference theme, "Reflecting Quality: Diversity, Inclusion, and Equity in Early Care and Education" is as critical as it is timely. As early educators, we have a unique and important opportunity to join together in leading the way in creating experiences that reflect the values and commitments we share—ensuring that high quality early care and education is available to ALL young children and their families.

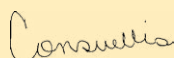
We welcome you into this space and invite you to enter with a heart and mind open to discovering about yourself and others. We thank you for embracing this opportunity to listen, learn, and leave with a renewed sense of commitment and capacity supporting diversity, inclusion, and equity.

As NCAEYC celebrates our 64th year and prepares to enter our 65th year, we are in a phase of growth, transformation, renewed potential, and increasing capacity. Organizational and structural changes at NAEYC have paved the way for NCAEYC to create a new member experience that exemplifies our newly stated mission:

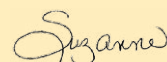
NCAEYC promotes high-quality early learning for all children, birth through age 8, by connecting practice, policy, and research. We advance a diverse, dynamic early childhood profession and support all who care for, educate, and work on behalf of young children.

We look forward to celebrating our history and creating exciting new opportunities for meaningful impact. Please visit with our Board, staff, Local and Legacy Leaders at Connection Corner throughout Conference to learn about exciting opportunities to get engaged.

Thank you for joining us and for your ongoing support and engagement!



Consuellis Hawkins-Crudup
President, NCAEYC Board of Directors



Suzanne Hughes
Past President, NCAEYC Board of Directors

NCAEYC Board of Directors

President	Consuellis Hawkins-Crudup
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West	Stacy Lutz-Ovies*
North West	Lisa Pullis*
South West	Dedee Goldsmith
West Central	Shawna Daniels
East Central	Adam Holland*
North East	Sarah Prezioso
South East	Verena Howell
Sandhills	Krystal Yow*
League of Local Leaders	Myra Burrell

*indicates newly elected/re-elected/appointed

NCAEYC Staff

Lorie Barnes, *Executive Director*
Christine Butler, *Coordinator of Operations and Conference*
Jennifer Austin, *Program Support*
Paige Moretz, *Program Support*
Kristi Gilmartin, *Program Support*

NCAEYC Office

182 Wind Chime Court, Suite 104
Raleigh, NC 27615
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.

NCAEYC is excited to announce our newly stated mission, vision, and priority initiatives:

Mission

NCAEYC promotes high-quality early learning for all children, birth through age 8, by connecting practice, policy, and research. We advance a diverse, dynamic early childhood profession and support all who care for, educate, and work on behalf of young children.

Vision

All young children thrive and learn in a society dedicated to ensuring they reach their full potential.

Priority Initiatives

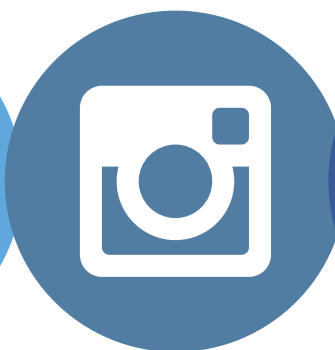
Through professional development opportunities, resources, collaboration and advocacy, NCAEYC will positively and significantly impact:

- Wellness and Well-being of Children and Adults
- Professionalism of Early Childhood Practitioners & Professionalization of the Field
- Developmentally Appropriate Practice Across 0 – 8 Spectrum

Connect with NCAEYC during Conference and beyond!



Follow us on Twitter
@NCAEYC
tweet throughout
Conference
#ncaeyconference



Post on
instagram.com/ncaeyc
#ncaeyc
#powertotheprofession
#notababysitter
#ncaeyconference
#carolinaportraitpros



Post on our
Facebook page
During Conference
facebook.com/
ncaeyc



Check out our
Pinterest page at
pinterest.com/
ncaeyc

CONFERENCE SCHEDULE

Wednesday, September 13

On-Site Registration and Check-In 5:00 pm – 6:30 pm

Thursday, September 14

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

Pre-Conference Sessions 8:45 am – 4:00 pm

Friday, September 15

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

SESSION 1 8:00 am – 9:30 am

KEYNOTE 10:00 am – 11:30 am

Lunch 11:30 am – 1:00 pm

SESSION 2 1:00 pm – 2:30 pm

SESSION 3 3:00 pm – 4:30 pm

NCAEYC Photobooth 8:00 am – 4:30 pm 3rd Floor/Main Level

Connection Corner/Advocacy Activities 8:00 am – 4:30 pm 3rd Floor/Main Lobby

Wellness Way 8:00 am – 4:30 pm 3rd Floor/307B Open Air Classroom

DAP Showcase: Excellence in Action 8:00 am – 4:30 pm 3rd Floor/North Hallway

Table Talks Resource Fair 9:00 am – 3:30 pm 3rd Floor/South Hallway

Book Signing with Enrique Feldman 11:30 am – 12:00 pm 3rd Floor/Main Lobby (NCAEYC Merchandise Booth)

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!

Saturday, September 16

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

Wellness Way 8:30 am – 12:30 pm

NCAEYC Photobooth 8:30 am – 12:30 pm Third Floor/Main Level

Connection Corner/Advocacy Activities 8:30 am – 12:30 pm Third Floor/Main Lobby

DAP Showcase: Excellence in Action 8:30 am – 12:00 pm Third Floor/North Hallway

Extended breaks between sessions for you to visit with our amazing Vendors throughout the day Friday and Saturday!

Free WIFI is available throughout the Convention Center— Please be courteous by silencing all cell phones and electronic devices during Conference Sessions and Events.



BEING REFLECTIVE:

**A Dynamic and
Engaging Experience**

Be sure to experience
all that NCAEYC's
Conference has to offer!

DAP Showcase

Keynote

NCAEYC Merchandise Booth

Photobooth

Vendor Spotlight

Advocacy Mosaic

Wellness Way

Author Book Signing

Get Plugged in at Connection Corner!

Table Talks Resource Fair

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

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

Gleaning Tables—Glean Means Green & Clean

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 caring for the resources of our world, we strive to reduce, reuse, and recycle our materials.

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 8:30 am – 1:30 pm on Saturday.

Evaluations

Your feedback is valuable and assists NCAEYC with planning future Conferences and sessions. You have the option of providing feedback by completing an electronic survey that will be emailed to you, or you can complete the Conference Evaluation Form located on page 39 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 37 and the Certificate of Attendance on page 44 to record your attendance at each session. Attendees complete the title, presenter name(s), and topic for each session attended and maintain 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 will be posted at the Registration area (third floor/main level).

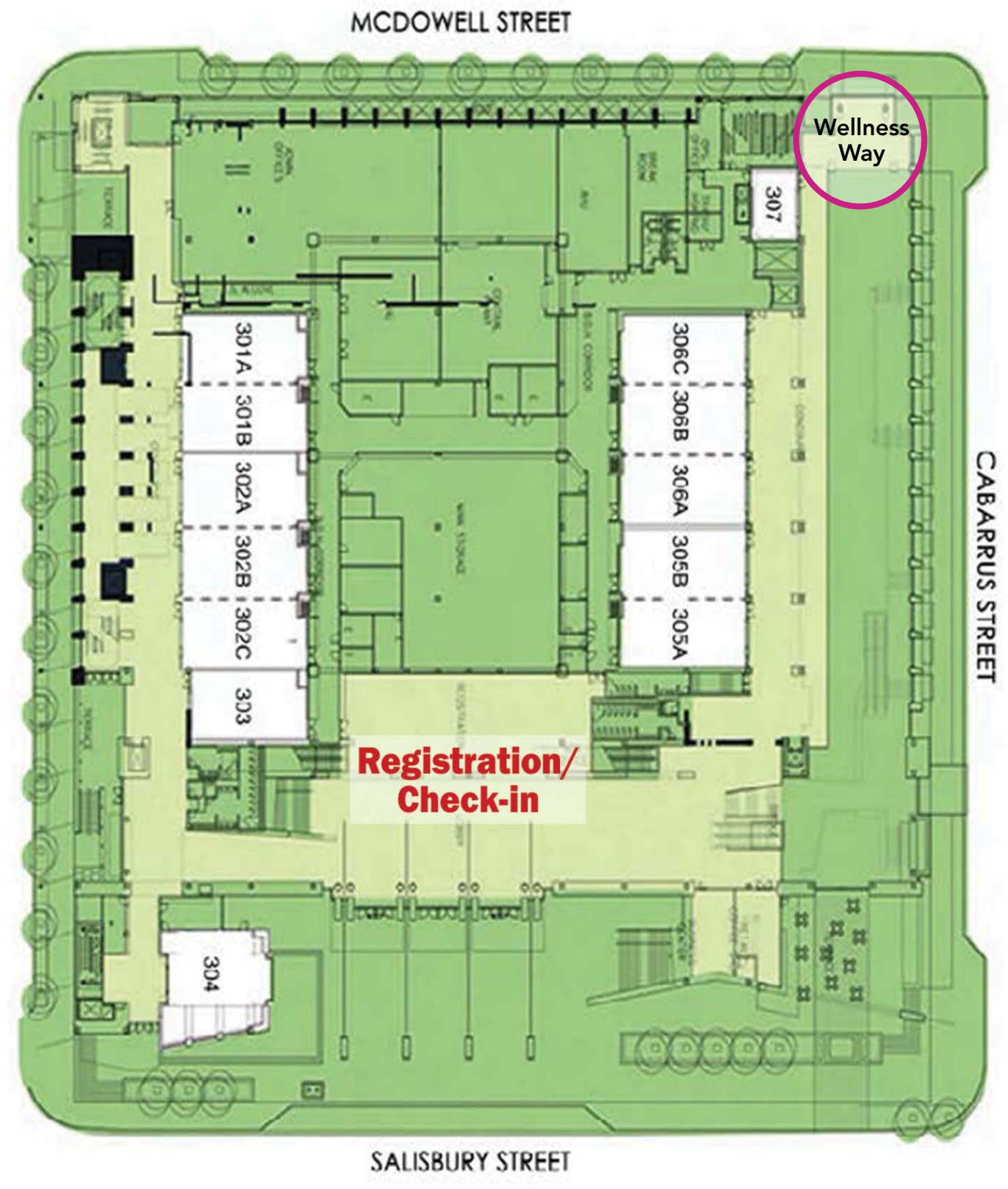
City of Raleigh Information Booth

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



MAP OF CLASSROOMS

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

VENDOR SPOTLIGHT

FRIDAY 4:30 – 5:30 pm
Throughout the 3rd Floor Main Level

Win
prizes!
Connect with
Vendors!

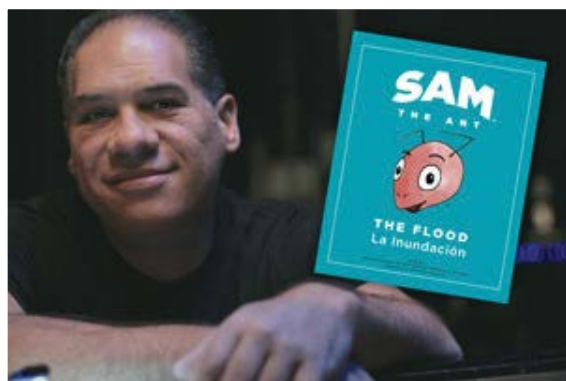
Vendors help make our NCAEYC Conference possible! Connect with them throughout the day to see the latest in early education products and services and to enter for a chance to win amazing door prizes during the Vendor Spotlight! Check out the displays of classroom and computer products and imagine the 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 42 – 43. 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.

BOOK SIGNING



Stop by the NCAEYC Merchandise Booth at the Third Floor/Main Lobby on Friday from 11:30 am – 12:00 pm for a Book Signing with Enrique! His wonderful books include: *Sam the Ant*, *The Flood*, *Sam the Ant: Glow in the Dark*, and *Sam the Ant: The Fall*.

Many agree teaching is an amazing profession but there's little discussion why so many teachers are leaving the profession. Our Featured Presenter, Michael Bonner, has a book, *Get Up or Give Up: How I Almost Gave Up on Teaching* coming out next month that shines a light into the internal battles and decisions educators face daily, and how we must make a conscious decision either to give in—or push through. Be on the lookout for the book (or pre-order from your favorite bookseller now) and don't miss out on Michael's Friday and Saturday sessions.



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 flyer in their Conference bag. These flyers indicate discounts as well as deals offered by many of Raleigh's merchants, restaurants and service providers. A list of participants will be provided on the flyer.



SPARKcon

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 Thursday 9/14 – Sunday 9/17 around downtown Raleigh. Learn more at www.sparkcon.com.

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!

Food and Beverage

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

- For snacks and beverages on Friday from 7:00 – 11:00 am, visit Java Sweets on the Main Level (Third Floor) of the Convention Center; on Saturday, Starbucks is open at 7 am across the street from the Convention Center in the Marriott Hotel.
- 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, and Z Pizza. Jimmy V's Osteria & Bar is located in the Sheraton Hotel and Rye Bar & Southern Kitchen is located 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 on page 9 that provides great discounts when you use your Smart Card.

NCAEYC
Conference
Attendees receive
complimentary admission
to the Raleigh Home Show:

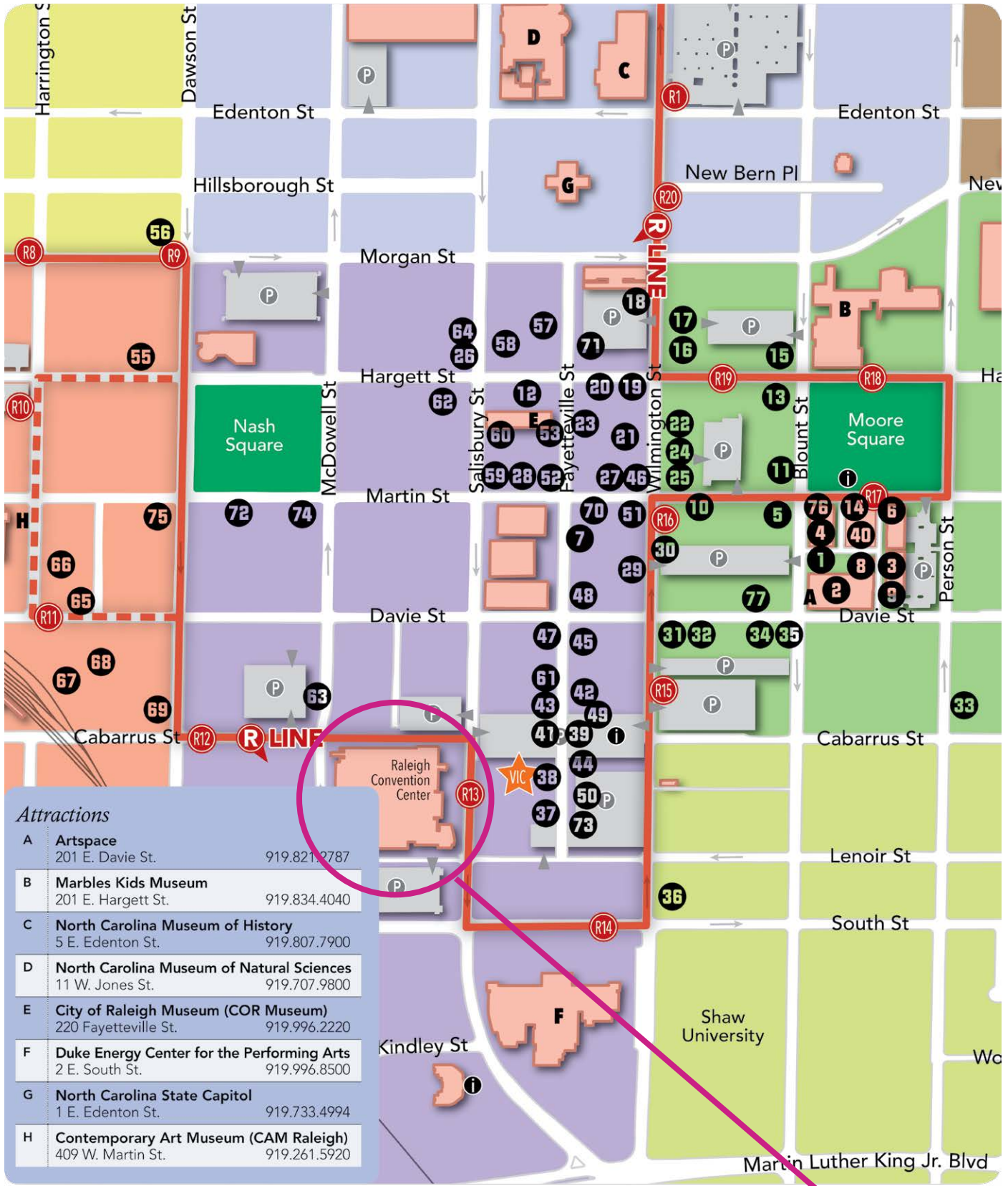
Friday 5:30 – 9:00 pm
Saturday 12 noon – 9:00 pm
Sunday 10:00 am – 6:00 pm

DOWNTOWN
RALEIGH
**HOME
SHOW**

Looking
for
**coffee &
snacks?**

Friday: 7 – 11 am
Java Sweets on the Main
Level (Third Floor)
Thursday – Saturday:
7 am – 7 pm
Starbucks across the street
from the Convention
Center in the
Marriott Hotel.

MAP OF DOWNTOWN RALEIGH AREA



★=Official Visitor Information Center

ⓘ=Visitor Information

R LINE =Free downtown circulator bus; dotted line indicates R-LINE service after 6:30pm.

Raleigh Convention Center at R-Line Stop R13

DOWNTOWN RESTAURANTS

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; CTu=closed Tuesdays; CW=closed weekends.

	RESTAURANT NAME	ADDRESS	PHONE	CUISINE STYLE	PRICE RANGE	MEALS SERVED	WKEND HOURS
1	Treat	305 S. Blount St.	919.307.9390	Ice Cream	\$	L, D	CM
2	El Rodeo	329 S. Blount St.	919.829.0777	Mexican	\$	L, D	•
3	Cupcake Stop Shop	300 Blake St.	919.802.2726	Bakery	\$	L	•
4	Woody's at City Market	205 Wolfe St.	919.833.3000	American	\$	L, D, Ln	•
5	42 & Lawrence	134 E. Martin St.	919.828.1234	Coffeehouse	\$\$	B, L, D	•
6	Subway	220 E. Martin St.	919.828.9977	American	\$	B, L, D	•
7	Bare Bones	301-120 Fayetteville St.	919.825.0995	Barbeque	\$\$	L, D, Ln	•
8	Big Ed's City Market Restaurant	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	Provenance	120 E. Martin St.	984.269.5211	Southern	\$\$	B, D, Ln, Br (Sa-Su)	•
11	Bida Manda	222 S. Blount St.	919.829.9999	Pan-Asian	\$\$	L, D, Ln	CS
12	Raleigh Raw	7. W. Hargett St.	919.439.5100	Smoothie	\$	B, L, D	•
13	Caffe Luna	136 E. Hargett St.	919.832.6090	Italian	\$\$	L (M-F), D (W-Sa)	CS
14	City Market Sushi	315 Blake St.	919.322.1987	Sushi	\$	L, D	CS
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 Bar	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	Trophy Brewing Tap & Table	227 S. Wilmington St.	919.836.0034	American	\$\$	D, Ln	•
23	Pizza La Stella	219 Fayetteville St.	984.200.2441	Pizza	\$\$	L, D, Ln (W-Sa)	CS
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	Virgil's Original Taqueria	126 S. Salisbury St.	919.833.3866	Mexican	\$\$	L, D, Ln	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 Cooper's 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	Tir na Nog	108 Hargett St.	919.798.9881	Irish	\$\$	D, Ln	CM,Tu,W
34	Oak City Meatball Shoppe	180 E. Davie St.	919.714.9014	Italian	\$	L, D, Ln	CS
35	Calavera Empanadas & Tequila	444 S. Blount St., Ste. 101	919.617.1661	Central American	\$\$	L, D, Ln	CS
36	McDonald's	105 E. South St.	919.833.7800	American	\$	B, L, D	•
37	Rye Bar & Southern Kitchen	500 Fayetteville St.	919.227.3370	Southern	\$\$\$	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	Café Lucarne	309 Blake St.	919.803.7475	Coffeehouse	\$\$	B, L, D	•
41	Fire Wok	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	Happy + Hale	443 Fayetteville St.	919.307.4148	Vegetarian/Vegan	\$\$	B, L, D	CS
45	Plaza Café	410 Fayetteville St., Ste. 109	919.758.8759	Deli/Café	\$	B, L	CW
46	Carroll's Kitchen	19 E. Martin St.	919.670.3622	American	\$	B, L	CW
47	Chick-Fil-A	400 Fayetteville St.	919.834.3875	American	\$	B, L	CS
48	Sono	319 Fayetteville St.	919.521.5328	Pan-Asian	\$\$\$	L (M-F), D	•
49	ZPizza Tap Room	421 Fayetteville St.	919.838.4222	Italian	\$	B, L, D, Ln	•
50	b.good	555 Fayetteville St.	919.803.3233	American	\$\$	L, D	•
51	Oro Restaurant	18 E. Martin St.	919.239.4010	New American	\$\$	L, D, Ln	•
52	Subway	234 Fayetteville St.	919.615.2670	Deli/Café	\$	B, L, D	•
53	The Big Easy	222 Fayetteville St.	919.832.6082	Cajun/Creole	\$\$	L, D, Ln	•
55	Cafe de los Muertos	300 Hargett St.	919.699.7480	Coffeehouse	\$\$	B, L, D	•
56	The District	317 W. Morgan St.	919.977.5440	New American	\$\$	D, Ln	•
57	Café Carolina and Bakery	150 Fayetteville St.	919.834.9117	American	\$	B, L	CW
58	Subway	126 S. Salisbury St.	919.828.0009	American	\$	B, L, D	•
59	Capital Club 16	16 W. Martin St.	919.832.6866	New American	\$\$	L (Su-F), D (T-Sa)	•
60	lucettegrace	235 S. Salisbury St.	919.307.4950	Bakery	\$	B, L	•
61	Jimmy V's Osteria + Bar	420 Fayetteville St.	919.256.1451	Italian	\$\$	B, Br, L, D	•
62	Death & Taxes	105 W. Hargett St.	984.242.0218	Southern	\$\$\$	D (W-Sun)	CM, CTu
63	Poole's Diner	426 S. McDowell St.	919.832.4477	American	\$\$	D (T-Sa), Br, D (Su)	CM
64	Linus and Pepper's	126 S. Salisbury St.	919.833.3866	American	\$\$	L, D	CW
65	The Pit	328 W. Davie St.	919.890.4500	Barbecue	\$\$	L, D	•
66	Humble Pie	317 S. Harrington St.	919.829.9222	Spanish/Tapas	\$\$	D (T-Sa), Br (Su)	CM
67	Jose and Sons	327 W. Davie St., Ste. 102	919.755.0556	Mexican	\$\$	L, D, Br (Su)	CM
68	Tuscan Blu	327 W. Davie St.	919.834.5707	Italian	\$\$	L, D	•
69	Fiction Kitchen	428 S. Dawson St.	919.831.4177	Vegetarian/Vegan	\$\$	L (Su), D	CM
70	Bittersweet	16 E. Martin St.	919.977.3829	Bakery	\$	B, D	•
71	Tasty 8's	121 Fayetteville St., Ste. 108	919.307.8558	American	\$	L, D, LN	•
72	Berkeley Café	217 W. Martin St.	919.828.9190	American	\$	L, D, LN	•
73	Living Kitchen	555. Fayetteville St.	919.324.3515	Vegetarian/Vegan	\$\$	B, L, D	CS
74	Whiskey Kitchen	201 W. Martin St.	919.803.3181	Southern	\$\$	D, LN	•
75	Parkside	301 W. Martin St.	984.232.8969	American	\$\$	L, D	•
76	Royale	200 E. Martin St.	919.977.3043	French	\$\$\$	D	CS
77	Amorino	137 E. Davie St.	919.239.4411	Ice cream	\$\$\$	L, D	•

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IN AND AROUND RALEIGH

CONNECTION CORNER

Get plugged in

Recharge your batteries at our charging station while you get connected!

Feel the energy! Learn about NCAEYC current events and our new *amped up* membership experience

FRIDAY, 8:00 am – 4:30 pm and SATURDAY, 8:30 am – 12:30 pm

3rd Floor/Main Lobby

Visit with NCAEYC Board, staff, and members of our new Leadership League to get exciting details about NCAEYC's:

- Updated Mission, Vision and Priority Initiatives
- Brand new membership experience designed to be engaging, inspiring and impactful
- Innovative "DAPA" approach to year-round, connected professional development opportunities grounded in what NCAEYC is calling "Developmentally Appropriate Practice for Adults."

As a member of the field of early childhood education, connect to:

- NAEYC's Power to the Profession Initiative and HELLO Member Portal
- Resources to inform and impact your practice and professionalism
- A network of professionals committed to improving our practice and advancing our field
- Local, state and national networks, resources and professional development opportunities

Get engaged in professional development events and activities in your area. Connect to NCAEYC members who are committed to ensuring high-quality early care and education for all young children. Members join together face-to-face and virtually to network, access resources, improve their practice and encourage each other.

Be a part of our Advocacy Mosaic Activity

NCAEYC is leading the way with innovative approaches to engaging members in effective, meaningful grassroots advocacy activities! Connect your advocacy message to those of hundreds of other early childhood professionals committed to sharing important messages about high quality early care and education. NCAEYC's Advocacy Mosaic will be used in various activities across our state.



Get connected to local, state and national advocacy opportunities

NCAEYC's "Have Your Voice Heard!" and NAEYC's "Early Ed for America" connect, inform, and mobilize members in local, state, and national advocacy opportunities. Strengthen your advocacy voice and NCAEYC's advocacy network! Individually and collectively we can use our expertise to make a difference in the lives of children, families and members of our field. Our advocacy efforts are more impactful when we join together to ensure that all children have access to high quality early learning experiences and are cared for and educated by Early Childhood Professionals who earn fair compensation. Add YOUR voice to strengthen OUR voice.

Participate in an important survey conducted by



Access voter awareness information and register to vote with



americaforearlyed.org



WELLNESS WAY

Take care of yourself so you can take care of others

FRIDAY, 8:00 am – 4:30 pm and SATURDAY, 8:30 am – 12:30 pm
3rd Floor/307B Open Air Classroom (down hallway past 305/306 classrooms)

Be intentional about your personal and professional well-being to deepen the positive impact of your work.

While at conference, visit Wellness Way to immerse yourself in this relaxing space and stress-relieving activities:

- Make a lovely Lavender Sachet to remind you to take care of yourself so you can take care of others.
- Tap into creativity as a stress-reliever by enjoying NCAEYC's Nature Mandala
- Conference Sessions in Wellness Way on Mindfulness and Yoga for Early Educators and Children:
 - SESSION 2 (Friday, 1:00 – 2:30 pm):
Peace, Love, and Preschool: Yoga in the Classroom
 - SESSION 3 (Friday, 3:00 – 4:30 pm):
Be Well: Mindfulness and Yoga for Early Educators

Once you are back home, continue your journey to early educator wellness through NCAEYC's new Wellness Way initiative. Connect to resources and opportunities that help you be well so you can teach well.



Attend
NCAEYC
Mental Health
First Aid Training.
Learn more:
[ncaeyc.org/
training](http://ncaeyc.org/training)

NCAEYC PHOTOBOOTH

Reflect Quality through Pictures With a Purpose

FRIDAY from 8:00 am – 4:30 pm and SATURDAY from 8:30 am – 12:30 pm
Photobooth is located on the 3rd Floor near the Main Lobby

A picture is worth a thousand words. Join the fun at NCAEYC's Photobooth for group or individual pictures. Choose from a variety of fun props and powerful advocacy messages that convey your style, passion, and purpose. With your permission, pictures will be shared on our Facebook page and used in a variety of ways such as on our Facebook page, in *Milestones*, and in various advocacy activities.

**Because having fun is an
important part of learning!**



CAROLINA PORTRAIT PROS
LET THE MEMORIES BEGIN

**NCAEYC's Photobooth is made
possible by the generous support
of Carolina Portrait Pros!**



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

Future NCAEYC Annual Conference Dates @ Raleigh Convention Center

September 13–15, 2018

September 12–14, 2019

September 24 – 26, 2020

NCAEYC is Excited to Announce Our 65th Annual Conference Keynote Speaker

Author, Educator, and Creator of Conscious Discipline: Dr. Becky Bailey



Becky A. Bailey, Ph.D., is the founder Conscious Discipline, a company dedicated to creating positive, brain-smart environments for children, families, schools and businesses.

Dr. Bailey is an award-winning author, renowned teacher, and internationally recognized expert in childhood education and developmental psychology. She touches thousands of lives each year through her live events and her 1.2 million top-selling books that are in circulation, and Conscious Discipline has positively impacted millions of children.

Dr. Bailey has presented at TedX, been interviewed in multiple national magazines and on news stories, and hosts a monthly podcast, *Real Talk for Real Teachers*. Her Conscious Discipline program has partnered with Frog Street, a provider of curriculums and professional development resources for early childhood educators. This partnership has created multiple programs, including the nation's first 52-week Comprehensive Toddler Program, which includes bilingual curriculums integrating Conscious Discipline's social-emotional learning with academic readiness lessons that optimize key windows for children's growth and development.



We are honored to have Dr. Bailey and her amazing Certified Instructors back with us at Conference next year. Mark your calendar and we look forward to seeing you there!

GET GEARED UP!

NCAEYC Merchandise Booth
on the 3rd Floor/Main Level

**Get your NCAEYC gear—
T-shirts, sweatshirts,
beverage cups and more!**

Stay hydrated during 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.

**LOTS of new
merchandise this
year and great
sale items too!**



SCHOLARSHIP RECIPIENTS

Congratulations to our 2017 scholarship recipients:

- Brianca Alston
- Marcus Blackwell
- Christina Butler
- Ulma Cain
- Vianey Chavez
- Elena Escobar
- Regina Frangos
- Karen Gerald
- Alexandra Godfrey
- Kineika Gordon
- William Gormsen
- Emily Guerin
- Christine Harrold
- Cassandra Hayes
- Tonya Love
- Patsy Murrill
- Katlyn Peedin
- Brian Prout
- Sarah Robinson
- Tami Slade
- Heather Stanley
- Candice Trnjanin
- Victoria Vample
- Marian Wise

TABLE TALKS RESOURCE FAIR

Friday, September 15, 9:00 am – 3:30 pm
3rd 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.

Agency/Project	Website or contact
Be Active Kids	www.beactivekids.org
Be Active Kids is an award winning, signature program of the Blue Cross and Blue Shield of North Carolina Foundation. This innovative, interactive health program for children ages birth to five is available to adults working in child care centers, child care homes, and schools across North Carolina.	
Child Care Resources, Inc., Healthy Social Behaviors Project	sbrawley@childcareresourcesinc.org
Established in 2005, the Healthy Social Behaviors project is a statewide initiative of the Child Care Resource & Referral Council funded by the Division of Child Development and Early Education to provide specialized consultation, training and on-site technical assistance to staff of licensed child care centers. Behavior Specialists focus on identifying, preventing, and addressing challenging behaviors in young children to help teachers determine strategies to teach children socially appropriate behavior and create pro-social classrooms. Specialists work directly with teachers to enhance classroom management techniques and promote child-centered learning activities that promote pro-social behaviors, and provide educational resources in communities interested in promoting the social-emotional health of NC's young children. Healthy Social Behaviors Specialists are strategically located throughout the state to serve child care facilities in all 100 NC counties.	
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. CCSA is the home of the T. E. A. C. H. Early Childhood® Scholarship project and the Child Care WAGES® project.	
Child Care Services Association NC Infant Toddler Enhancement Project	www.childcareservices.org
The priority of this project is to increase the availability of high quality infant/toddler care for families across North Carolina. The NC IT QEP funds regional Infant Toddler Specialists to provide intense technical assistance and professional development to infant and toddler teachers and administrators in child care centers across the state.	
Go NAP SACC	www.gonapsacc.org
Go NAP SACC is a suite of online tools to help ECE programs meet their goals for supporting young children's healthy eating, oral health, and physical activity habits.	
Marbles Kids Museum	www.marbleskidsmuseum.org
Marbles Kids Museum is a vibrant destination for hands-on, minds-on learning for children and families. Located in the heart of downtown Raleigh, Marbles serves a diverse population of families, school groups and community organizations with dozens of themed exhibits, daily programs, summer camps, IMAX educational and feature films and special events year-round.	
NC Child	www.ncchild.org
When children thrive, we all benefit from a well-educated workforce, safer communities, and a more prosperous economic future. The mission of NC Child is to advance public policies that improve the lives of NC children. We work statewide to ensure all children are healthy, safe, well-educated, and economically secure by engaging communities, and informing and influencing decision-makers.	
NC Department of Health & Human Services (DHHS), Division of Child Development and Early Education (DCDEE)	www.ncchildcare.nc.gov
North Carolina's child care licensing system establishes education standards for the child care workforce. Education Evaluation Specialists in the Early Education Branch, Workforce Education Unit of the North Carolina Division of Child Development and Early Education (DCDEE) assess the education of individuals working on child care to determine their qualifications. Staff in all child care positions must meet minimum education requirements. DCDEE has implemented the Workforce Online Reporting and Knowledge System (WORKS), a public portal through which Workforce Education Unit staff can collaborate with the child care workforce to manage education qualifications.	

Agency/Project	Website or contact
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NC Division of Child Development and Early Education, Criminal Background Check Unit	
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The North Carolina Child Care Law ([General Statute 110-90.2](#)) requires a criminal background check be conducted on all persons who work or provide child care in a licensed or regulated child care facility. All individuals who reside in a family child care home and are age 16 and older must also complete a criminal background check, regardless of whether they are caring for children or not.

Each prospective child care operator and provider (which includes any household member, age 16 and older), must complete the criminal background check and have a valid CBC Qualification letter prior to:

- Being hired by a child care facility
- Receiving a license to own or operate a child care facility
- Becoming a household member of a Family Child Care Home (FCCH) or center in a residence
- Moving into a FCCH or center in a residence
- Working as a substitute in a child care facility
- Working as an uncompensated provider who will be counted in staff/child ratio or left alone with children in a child care facility

NC Department of Public Instruction— Office of Early Learning Pre-K/K Demonstration Program	
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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 see best practice in action and have meaningful time for reflection and discussion. The programs lead by modeling, sharing, promoting, and articulating best practices around effective learning environments, curricula, and instructional practices to ensure optimal learning and development of all children.

For more information please visit the Office of Early Learning Demonstration Program table located outside of Rooms 306AB.

NC Early Childhood Foundation (NCECF)	
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www.buildthefoundation.org

The mission of the North Carolina Early Childhood Foundation (NCECF) is to marshal North Carolina's great people, ideas and achievements to build a foundation of opportunity and success for every child by the end of third grade. NCECF is driven by a bold—and achievable—vision: *Each North Carolina child has a strong foundation for lifelong health, education and well-being supported by a premiere birth-to-age-eight system.*

NC Early Education Coalition	
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www.ncearlyeducationcoalition.org

The NC Early Education Coalition is a statewide association of early childhood education advocates promoting high quality early care and education in North Carolina since 1990. Our mission is to educate and motivate our state policymakers to improve policies and funding for high quality early care and education for North Carolina's young children and families. We accomplish our work by creating an informed, inspired and engaged statewide network of early education advocates working on common early education issues.

North Carolina Museum of Natural Sciences	
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www.naturalsciences.org

Located just a few blocks north of the Raleigh Convention Center is North Carolina's most visited museum with one of the State's most iconic landmarks—the SECU Daily Planet. The NC Museum of Natural Sciences is the largest institution of its kind in the southeast and one of the nation's most amazing museums about the natural world. This Museum asks four basic questions about the natural sciences—What do we know? How do we know? What's happening now? How can you participate? —with an integrated suite of onsite, offsite, online and outdoor experiences. The Museum supports several areas and programs especially for young children, their families and teachers including a Discovery Room, two Nature PlaySpaces and Educator Workshops.

NC Rated License Assessment Project (NCRLAP)	
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www.ncrlap.org

NCRLAP conducts ECERS-R, ITTERS-R, FCCERS-R and SACERS-U assessments for NC's Star Rated License. As part of our mission to help increase quality child care, we strive to provide assessment reports and public resources that allow early childhood professionals to better understand positive child care practices as defined by the Environment Rating Scales.

UNC-TV Public Media	
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www.unc.tv

As North Carolina's only statewide public media network, education is at our core! Through collaboration and support of partners who have shared goals, we deliver powerful resources designed to support effective teaching and meaningful learning for North Carolinians from birth to adult. All sessions are aligned to standards and follow 21st century best practices. UNC-TV strives to be the driving force for creating a positive change for our students. We educate, engage and inspire face-to-face, online and on-air! UNC-TV's 12 stations provide all 100 counties with four full-time, unique broadcast program channels: UNC-TV PBS & More, North Carolina Channel Stories with a Local Accent, Rootle UNC-TV's 24/7 PBS KIDS Channel, and the Explorer Channel. Educational materials made available are: Sesame Street in Communities, Bright by Text, PBS Learning Media and PBS Teacherline, UNC-TV educational information, door prizes and interviews, and more.

NC FOUNDATIONS OF EARLY LEARNING AND DEVELOPMENT

NCAEYC is committed to supporting standards and practices that promote quality in early care and education. One very important document for all early childhood professionals to incorporate into their practice is the North Carolina Foundations of Early Learning and Development (referred to as “Foundations” or “NC FELD”).

Excerpts from NC FELD:

In 2011, the North Carolina Early Childhood Advisory Council (ECAC) launched and funded the important project of revising the Infant-Toddler Foundations and Preschool Foundations to create the North Carolina Foundations for Early Learning and Development—a single document that describes children’s development and learning from birth to age five. Leaders from the Division of Child Development and Early Education as well as the Office of Early Learning in the Department of Public Instruction provided critical advice, oversight, and vision on the Foundations and its implementation. Many individuals from across the state devoted their time and expertise to this task force.

North Carolina Foundations for Early Learning and Development, serves as a shared vision for what we want for our state’s children and answers the question “What should we be helping children learn before kindergarten?” By providing a common set of Goals and Developmental Indicators for children from birth through kindergarten entry, our hope is that parents, educators, administrators, and policy makers can together do the best job possible to provide experiences that help children be well prepared for success in school and life.

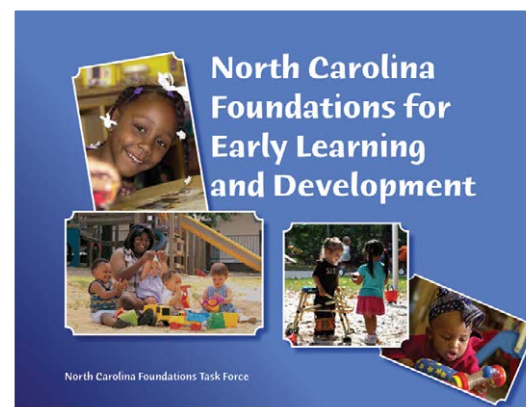
Foundations can be used to:

- Improve teachers’ knowledge of child development;
- Guide teachers’ plans for implementing curricula;
- Establish goals for children’s development and learning that are shared across programs and services; and
- Inform parents and other family members on age-appropriate expectations for children’s development and learning.

Foundations is also intended to be a guide for teaching—not a curriculum or checklist that is used to assess children’s development and learning, but a resource to define the skills and abilities we want to support in the learning experiences we provide for children.

The Goals and Developmental Indicators are divided into five domains:

- Approaches to Play and Learning (APL)
- Emotional and Social Development (ESD)
- Health and Physical Development (HPD)
- Language Development and Communication (LDC)
- Cognitive Development (CD)



Goals and Developmental Indicators SHOULD Be Used To

- Promote development of the whole child, including physical, emotional-social, language, cognitive development, and learning characteristics.
- Provide a common set of expectations for children's development and, at the same time, validate the individual differences that should be expected in children.
- Promote shared responsibility for children's early care and education.
- Emphasize the importance of play as an instructional strategy that promotes learning in early childhood programs.
- Support safe, clean, caring, and effective learning environments for young children.
- Support appropriate teaching practices and provide a guide for gauging children's progress.
- Encourage and value family and community involvement in promoting children's success.
- Reflect and value the diversity that exists among children and families served in early care and education programs across the state.

Goals and Developmental Indicators Should NOT Be Used To

- Stand in isolation from what we know and believe about children's development and about quality early education programs.
- Serve as an assessment checklist or evaluation tool to make high-stakes decisions about children's program placement or entry into kindergarten.
- Limit a child's experiences or exclude children from learning opportunities for any reason.
- Set up conflicting expectations and requirements for programs.
- Decide that any child has "failed" in any way.
- Emphasize child outcomes over program requirements.

Teachers and caregivers can turn to Foundations to learn about child development because the document provides age-appropriate Goals and Developmental Indicators for each age level—infant, toddler, and preschooler.

The Role of Teachers and Caregivers

Teachers and caregivers are responsible for the day-to-day implementation of Foundations. To use the document effectively, teachers and caregivers may need additional professional development in order to learn about the content of Foundations and improve their teaching skills. Foundations does not tell educators how to teach, but defines what children should know and be able to do. As a result, teachers and caregivers must be able to design appropriate experiences to support children's learning.

The Role of Administrators

Program directors and principals are the instructional leaders of their early childhood programs. As such, they play a vital role in ensuring the successful implementation and use of Foundations. Administrators influence the resources that are available, as well as the attitudes and practices of the persons working directly with young children. Administrators should use Foundations for staff development and look for opportunities to share the document with families.

Excerpts from North Carolina Foundations Task Force (2013)
North Carolina Foundations for Early Learning and Development

Access or download the NC FELD document at:
http://ncchildcare.nc.gov/PDF_forms/NC_Foundations.pdf

Thanks to DCDEE for providing copies of
NC FELD for all NCAEYC Conference attendees!

KEYNOTE SESSION



Enrique Feldman of Global Learning Foundation The Art of Inspiration: Diversity in Perspective

Friday 10:00 – 11:30 am in Ballroom B on the 4th Floor

Prepare to experience inspiration and also learn how to inspire others. Enrique will guide you in an adventure that will touch your heart, make you laugh, and ignite your curiosity. From brain games for children and adults, to perspective-building experiences, to personal stories of challenge and triumph; you will leave this keynote with concrete strategies and life-changing concepts. Meet Enrique for a booksigning immediately following Keynote at the NCAEYC Merchandise Booth.

FEATURED SESSIONS

Artistic Storytelling

Enrique Feldman | Friday, September 15, 1:00 – 2:30 pm in Room 402

Learn how to use music to go from reading to storytelling, and as a natural byproduct, creating an intense desire with children to want to read, and additionally to elevate how children create meaning. Experience how to use diverse perspective strategies to foster cultural competence, bilingual strategies, and elevated emotional intelligence. Learn how to use developmentally appropriate resources and practices to prepare the young learner for improved decision making, and enhance optimal learning with play-based breathing strategies. Finally, you'll be guided through adult stress reduction techniques to help us enter our own optimal zone for guiding young learners.



Body Poems; Building Language with Movement and Thought

Enrique Feldman | Friday, September 15, 3:00 – 4:30 pm in Room 402

Experience a very active session where you will be taught how to use the theatrical art form of embodiment. Learn the joy and relevance of using and re-directing children's energy! You'll be led by Enrique with physical body-based approaches which expand vocabulary, comprehension, critical thinking and creativity. From simple to complex, you'll take a journey that includes the creation of objects, actions, emotions and thoughts as individuals and as groups.

Innovation=Motivation (Transforming School Culture)

Michael Bonner | Friday, September 15, 1:00 – 2:30 pm in Room 304

Creating new and innovative strategies within the classroom is an exciting task but can seem daunting to the teacher who is worn down by the profession. Due to many reasons (negative student behavior, poor scores, etc.), the school climate can become toxic and suffocate the life out of teachers. In order to shift the school culture, it begins with individual teachers making the decision to change their classroom into an engaging learning environment. Michael Bonner will share how he utilized the power of self-reflection to evaluate his qualities as a teacher, navigate negative criticism and stereotypes from working within a Title 1 school (100% FRL free and reduced lunch), to understanding the value of not discarding ideas.



The Road To Bonnerville

Michael Bonner

Saturday, September 16, 9:00 – 10:20 am in Room 402

Teachers are constantly faced with hundreds of decisions that impact the lives of many children daily. But what happens with the teacher is dealing with a personal life crisis and still has the task of creating future leaders? Michael Bonner will discuss his personal experiences on how he arrived on a national stage by confronting the different curveballs life tossed. In this speech, he will cover how he used life circumstances to change his classroom culture in order to produce a better environment for high levels of learning to come into fruition.

Let's Get Real About DAP in Kindergarten

Eva Phillips, Amy Scrinzi | Friday, September 15, 8:00 – 9:30 am in Room 402

All kindergarten educators and administrators need to understand what developmentally appropriate practice looks like in the diverse kindergarten classrooms of today. If you are new or experienced, join us as we demystify the basics of DAP to help you improve the effectiveness of your work with kindergartners. Come ready to share, explore, discuss... and Get Real!

NC Foundations for Early Learning and Development: How to Support Early Educators in the Intentional Alignment of Their Instruction to the Early Learning Standards

Sharon Spigner, Amanda Vestal | Friday, September 15, 8:00 – 9:30 am in Room 205

Foundations is the essential guide to planning effective instruction that supports all domains of development for young children. Learn how to best support early educators in the practical and appropriate use of Foundations goals, objective and strategies. Attendees will leave with strategies that can immediately be used in their support of educators.

Peace, Love, and Preschool: Yoga in the Classroom

Dollie Adcock, Lynda Turlington | Friday, September 15, 1:00 – 2:30 pm in Wellness Way Open Air Classroom

Experience how children's yoga encourages powerful connections to oneself and others. Yoga can be embedded throughout your day with the use of interactive games, kid friendly poses, music and movement. Integrating yoga is easier than you think!

SPONSORED SESSIONS

Language & Literacy for Infants & Toddlers: Setting the Foundation Presentation title

Patti Jo Wilson | Friday, September 15, 8:00 – 9:30 am in Room 304

The foundation of language and literacy are acquired before children actually begin to talk or read. This session will take a look at how language and literacy skills are developed in infants and toddlers. We will engage in hands-on activities that highlight how to differentiate the learning activities for all children.



Messy STEM/STEAM: Making a Mess with Science and Math

John Funk | Saturday, September 16, 9:00 – 10:20 am in Room 304

This workshop focuses on using messy art activities to support math and science concepts for early childhood. Hands-on activities are the best way to learn!



20 Sanity-Saving Tips for Running a Nurturing and Engaging Classroom

John Funk | Friday, September 15, 3:00 – 4:30 pm in Room 304

This workshop focuses on good classroom management/guidance strategies for running an efficient and nurturing environment. 20 sanity-saving tips will be given to help a teacher build a positive classroom atmosphere.

Our World of Learning Opportunities with Sesame Street in the Communities

Lauren McDowell | Friday, September 15, 1:00 – 2:30 pm in Room 305A

Research tells us that during the first few years of life, more than 1 million new neural connections form every second in the brain—shaped by experiences! Join UNC-TV staff and fellow educators to explore 21st Century bilingual multimedia learning opportunities through the groundbreaking Sesame Street in the Communities hands-on multi-sensory resources for teachers and families. Receive classroom resources linked to Foundations, Best practices, DCDEE standards, and enhanced parent engagement.



Shaping Infant Minds

Keith Pentz | Friday, September 15, 8:00 – 9:30 am in Room 301A

The physical and tangible aspects of the body and brain and how they interconnect appear to be a regulating “force” that changes the brain, how we think, what we choose to do, what we experience, and therefore, who we are. Examine the research and interpersonal connections, language/communication use and patterns, emotional support and development, attachment and nurture and how they relate to the establishment of mind.



OFFICE OF EARLY LEARNING DEMONSTRATION PROGRAM

The North Carolina Department of Public Instruction Pre-Kindergarten and Kindergarten Demonstration programs lead by modeling, sharing, promoting, and articulating best practices around effective learning environments, curricula, assessment, and instructional practices to ensure optimal learning and development for all children. The program serves as a professional development opportunity for anyone working with or on behalf of young children. Demonstration teacher leaders offer authentic opportunities for visitors to observe best practice in action in their inclusive classrooms and in other venues, including:

- Guided observation sessions and facilitated discussions with teachers and administrators
- Additional follow up, professional development, and technical assistance
- Presentations at state and national conferences including NAEYC and NCAEYC, states who are working on pre-k and kindergarten reform, and local and state boards of education.

You're invited to visit the 2017 – 18 Demo Sites throughout this school year:

SITE	CONTACT	CLASSROOM TEACHER(S)
Asheboro City Schools Early Childhood Development Center (Randolph County)	Holly White hwhite@asheboro.k12.nc.us 336-672-6636	Pre-K: Shari Funkhouser
Asheville City Schools Asheville City Preschool (Buncombe County)	Susanna Smith Susanna.smith@asheville.k12.nc.us 828-350-2924	Pre-K: Lisa Bruggeman
Beaufort County Schools Eastern Elementary	Juliana Harris jharris@beaufort.k12.nc.us 252-946-1611	K: Katie Welch (Jan 2018)
Cabarrus County Schools Mary Frances Wall Center	Jessica Hendley jessica.hendley@cabarrus.k12.nc.us 704-782-5712	Pre-K: Amy Harding
Carteret County Schools Morehead City Primary School Bogue Sound Elementary	Lisa Kittrell Lisa.kittrell@carteretk12.org 252-728-4583	Pre-K: Sarah Hopkins Kindergarten: Gina Troball
Currituck County Schools Jarvisburg Elementary	Emilie MacDonald emacdonald@currituck.k12.nc.us 252-491-2050	K: Emilie MacDonald (Jan 2018)
Winston-Salem/Forsyth County Schools Walkertown Elementary	Susan Choplin schoplin@wsfcs.k12.nc.us 336-595-2311	Kindergarten: Susan Choplin
Haywood County Schools Hazelwood Elementary	Lee Messer/Marylee Sease lmesser@haywood.k12.nc.us; msease@haywood.k12.nc.us 828-456-2406	Kindergarten: Lee Messer Kindergarten: Marylee Sease
Martin County Schools East End Elementary	Bonita Haywood-Daniels Bhaywood-daniels@martin.k12.nc.us 252-795-4775	Pre-K: Bonita Haywood-Daniels
Pender County Schools Malpass Corner Elementary	Michelle Gray – Pre-K michelle_gray@pender.k12.nc.us 910-283-5889 Amy Blessing amy_blessing@pender.k12.nc.us 910-283-5889	Pre-K: Michelle Gray (Jan 2018) Kindergarten: Amy Blessing

For additional information, please contact Carla Garrett at carla.garrett@dpi.nc.gov
www.ncpublicschools.org/earlylearning/demo, www.ncpublicschools.org

Learn, model, lead, and empower to effect change for children



A series of special sessions delivered by teacher leaders of NC DPI Office of Early Learning Demo Sites are held in Room 306A. See full descriptions of each session beginning on page 26.



Each of these sessions has special emphasis on content relevant for Center Directors, School Principals, and System Administrators!

SESSION 1

It's Bigger Than the Center... Visual Arts & Creative Expression: Playful Learning At Its Finest

Gina Troball, Sarah Hopkins, Room 306A

Quality Feedback: Engaging Teachers in Meaningful Conversations

Juliana Harris, Dr. Norris Parker, Room 306B

SESSION 2

Writing: It's Bigger Than the Center

Marylee Sease, Lee Messer, Karla Carpenter. Room 306A

Safe Place in Pre-K and K—"It's Bigger Than the Center": Supporting Emotional/Social Development

Amy Harding, Jessica Hendley, Room 306B

SESSION 3

It's Bigger Than the Center... Bring on the DRAMA!

Planning and playing with intentionality in your dramatic play center

Katie Welch, Bonita Haywood-Daniels, Room 306A

Pre-K – 3rd Grade: Why It Matters

Carla Garrett, Jami Graham, Room 306B

SESSION 4

It's Bigger Than the Center... Integrating Mathematics Throughout the Day

Lisa Bruggeman, Emilie MacDonald, Room 306A

SESSION 5

It's Bigger Than the Center... Bugs, Rocks, Sharks and Shells—Fostering Young Minds with Science Inquiry

Sarah Hopkins, Shari Funkhouser, Gina Troball, Lisa Kittrell, Room 306A

SESSION 6

It's Bigger Than the Center... Block Center in Pre-K and K: Meeting Standards through Playful Learning

Amy Blessing, Susan Choplin, Michelle Gray, Room 306A

Learn, model, lead, and empower to effect change for children



DAP SHOWCASE: EXCELLENCE IN ACTION

Friday, 8:00 am – 4:30 pm and Saturday 8:30 am – 12:30 pm
3rd 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:** Decisions should be based upon and responsive to children's needs, interests, skill levels, and cultural context.
- **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:

NCAEYC thanks these amazing Conscious Discipline instructors for sharing their time, expertise and talents!

All sessions are located in Rooms 303 and 302C.

See full session descriptions in the Sessions section on the following pages.

SESSION 1

The Motivation to Behave Comes from Being in Relationships

Susan Kirby, Conscious Discipline Certified Instructor. Room 303

What's the Difference?

An Introduction to Conscious Discipline

Mandy Lloyd, Conscious Discipline Certified Instructor. Room 302C



Each of these sessions has special emphasis on content relevant for Center Directors, School Principals, and System Administrators!

SESSION 2

Reboot the Brain to Reach Higher Levels of Thinking: Utilizing Connections, Energetic Activity, Movement, and Music to Boost Student Learning and Self-regulation

Kim Hughes, Conscious Discipline Master Instructor. Room 303

Baby Doll Circle Time with Young Children: Emotional Regulation through Social Play

Kelli Rushing, Manager, Connect to Teach LLC. Room 302C

SESSION 3

Classroom Jobs: Creating an Environment of Connection and Cooperation

Heidi Condrey, Conscious Discipline Certified Instructor. Room 302C

Do this... or else! Using Choices to Increase Cooperation and Compliance

Ashley Cooper, Conscious Discipline Trainer. Room 303

SESSION 4

Was It Something I Said?

Susan Kirby, Conscious Discipline Certified Instructor. Room 303

Help Me! Notice Me! Using Empathy to Help Children Manage their Emotions

Kelli Rushing, Manager, Connect to Teach LLC. Room 302C

SESSION 5

Triggered and Terribly Tired... AHHH!

How to Manage Emotional Mayhem

Kim Hughes, Conscious Discipline Master Instructor. Room 302C

Turn Tattling into Teaching: Using Assertiveness in the Classroom

Heidi Condrey, Conscious Discipline Certified Instructor. Room 303

SESSION 6

Preventing Power Struggles

Mandy Lloyd, Conscious Discipline Certified Instructor. Room 302C

Feeling Buddies—Helping Children Learn to Manage Emotions

Emily Shields, Child/Family Therapist. Room 303

Visit the Conscious Discipline vendor booth to check out lots of great resources!

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

All sessions align with one or more of the following content areas:

Division of Child Development and Early Education (DCDEE) Content Areas

- Planning a Safe, Healthy Learning Environment
- Children’s Physical and Intellectual Development
- Children’s Social and Emotional Development
- Productive Relationships with Families
- Inclusion of Children with Special Needs
- Program Management
- Professionalism
- Observing and Recording Children’s Behavior
- Child Growth Development

Department of Public Instruction Areas of Professional Development

- Standard 1: Teachers demonstrate Leadership
- Standard 2: Teachers establish a respectful environment for a diverse population
- Standard 3: Teachers know the content they teach
- Standard 4: Teachers facilitate learning for the students
- Standard 5: Teachers reflect on their own practice

CENTER DIRECTORS, SCHOOL PRINCIPALS, SUPERINTENDENTS, AND PROGRAM ADMINISTRATORS:

NCAEYC has designed sessions with your unique leadership roles in mind. Look for the red schoolhouse icon on the following pages.



Thank you for ensuring high quality, developmentally appropriate practices in the early grades.

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 15

SESSION 1 (8:00 am – 9:30 am)

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

SESSION 2 (1:00 pm – 2:30 pm)

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 16

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:

SESSION ONE

Friday, September 15, 8:00 – 9:30 am

Screen Time 101: Navigating the Use of Technology in Today's World

Room 201, Capacity: 68

Age Group: Across Age/Grade Spans (Infant–Grade 3)

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

Tisha Duncan, Meredith College

Televisions became a part of the lives of many living in the United States during the 20th century. With this invention came the debate about the impact of screen time on both adults and children. While it may seem to be a hot topic today, it has been examined, questioned, and researched for decades. The American Academy of Pediatrics has recommended guidelines to limit screen time for children to 1–2 hours per day, but recent surveys indicate that American children live in homes with unprecedented access to media, not just limited to television. It is evident that screen time is a common pastime for many children today. Join the presenter in this session to discuss and explore the relevant factors of technological advancements and the impacts on early care and education, as well as identify ways to manage screen time at home and school.

Making Them Visible: Identifying, Supporting, and Advocating for Children of Incarcerated Parents

Room 202, Capacity: 32

Age Group: Adult Learners

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

Melissa Radcliff, Our Children's Place of Coastal Horizons Center

On any given day, there are an estimated 2.7 million children in the United States with at least one incarcerated parent. In North Carolina the best estimate is more than 27,000. Last spring, the Annie E. Casey Foundation released a report showing that more than 5 million children (179,000 in North Carolina) have experienced parental incarceration at some point in their lives. This workshop will focus on what we know and do not know about these children (often an invisible group dealing with shame, stigma, and a sense of isolation) and the impact of parental incarceration, what strategies could be developed and implemented to identify and serve these children, how to engage advocates in a conversation about advancing policies supporting the children (including policies that directly impact incarcerated and returning parents and indirectly impact their children), current gaps in resources and data collection, and new ways to partner and collaborate to better meet the needs of the children. The presenter will discuss the need to gather information and insight from these children themselves to ensure that their voices are heard. Participants will be encouraged to take what they learn back to their own professional settings to continue the conversation there and determine appropriate next steps. Participants will leave the workshop with an increased knowledge of what the needs are of children of incarcerated parents, increased knowledge of what services and programs exist and do not exist for these children, and tools to advocate for these children and to improve responses, programs, and services.

Ask the NCRLAP Anchors: Bring your ECERS-R, ITTERS-R, SACERS-U, and FCCERS-R questions

Room 203, Capacity: 32

Age Group: Across Age/Grade Spans (Infant–Grade 3)

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

Lia Rucker, NC Rated License Assessment Project

Megan Porter, NC Rated License Assessment Project

In this session the NCRLAP State Anchors will address questions from participants about various indicators, items, and/or assessment procedures for the ECERS-R, ITTERS-R, SACERS-U, and FCCERS-R. This session will also review resources from the NCRLAP website that may be used to support everyday high quality practices.

Dedicating Time to Reflect

Room 204, Capacity: 32

Age Group: Infant/Toddler through Pre-K

Target Audience: **Emerging**

Bethany Schaefer, Iredell County Partnership for Young Children

Teachers are busy, and supporting the development of young children can be chaotic and overwhelming at times throughout the daily routines. Teachers need to make time to reflect on their practices and interactions with children in order to grow as professionals.

NC Foundations for Early Learning and Development: How to Support Early Educators in the Intentional Alignment of Their Instruction to the Early Learning Standards

Room 205, Capacity: 32

Age Group: Preschool through Grade 3

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

Sharon Spigner, DCDEE

Amanda Vestal, UNC Charlotte

Foundations is the essential guide to planning effective instruction that supports all domains of development for young children. Learn how to best support early educators in the practical and appropriate use of Foundations goals, objective and strategies. Through review of lessons, and discussion of inquiry-based questions to support reflection and action in practice, attendees will leave with strategies that can immediately be used in their support of educators.

Shaping Infant Minds

Room 301A, Capacity: 116

Age Group: Infant/Toddler

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

Keith Pentz, Kaplan Early Learning Company

The physical and tangible aspects of the body and brain and how they interconnect have been and continue to be researched and studied. While not everyone agrees, understands, or believes in a separate influence on the body and brain, the mind appears to actually be a regulating "force" that changes the brain, how we think, what we choose to do, what we experience, and therefore, who we are. This session will examine the research and notable applications of specific practices and interactions that appear to promote the development of mind through the mechanism of the brain. In particular, interpersonal connections, language/communication use and patterns, emotional support and development, attachment and nurture will all be addressed as they relate to the establishment of mind.

The Motivation to Behave Comes from Being in Relationships



Room 303, Capacity: 116

Age Group: Across Age/Grade Spans (Infant–Grade 3)

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

Susan Kirby, Conscious Discipline Certified Instructor

Children learn best when they feel safe and connected, building relationships with children helps to satisfy one of those needs. Understanding how to build relationships and the brain science that supports a healthy relationship will assist you in creating connections with all of the children you work with, even the difficult ones.

Language & Literacy for Infants & Toddlers: Setting the Foundation

Room 304, Capacity: 140

Age Group: Infant/Toddler

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

Patti Jo Wilson, Lakeshore Learning Materials

The foundation of language and literacy are acquired before children actually begin to talk or read. This session will take a look at how language and literacy skills are developed in infants and toddlers. We will engage in hands-on activities that highlight how to differentiate the learning activities for all children.

Professional Legacy

Room 307, Capacity: 40

Age Group: Across Age/Grade Spans (Infant–Grade 3)

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

Amy Edge, Leading Edge Institute

In this session, we ask more than “What do you want your professional legacy to be?” Through hands on demonstrations, discussions, and worksheets designed to help you connect who you are with what you do, you learn how to translate core values into core behaviors.

Let's Get Real About DAP in Kindergarten

Room 402, Capacity: 184

Age Group: School Age

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

Eva Phillips, WSFCS Administrative Center

Ami Scrinzi, State Board of Education/Department of Public Instruction

All kindergarten educators and administrators need to understand what developmentally appropriate practice looks like in the diverse kindergarten classrooms of today. If you are new or experienced, join us as we demystify the basics of DAP to help you improve the effectiveness of your work with kindergartners. Come ready to share, explore, discuss... and Get Real!



When I See Me

Room 301B, Capacity: 116

Age Group: Across Age/Grade Spans (Infant–Grade 3)

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

Glenda Clare, G. Portlynn Clare & Associates, LLC

Is the intellectual, social and emotional development of a child impacted when he/she rarely, if ever, sees positive depictions of people they resemble in the learning environment and educational materials? Video clips, case studies and experiential exercises will be used to examine the experiences of multi-cultural children in the classroom.

Wonderful World of Sign Language

Room 302A, Capacity: 116

Age Group: Infant Toddler through Pre-K

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

Stradley Smith, UNC—Greensboro

Meredith Highfill, Little Angel's Child Care Center

In this session participants will learn how using sign language in a diverse classroom creates an inclusive environment. Participants will be engaged in learning by receiving a handout with main points to take back to the classroom as well as a booklet for hands-on learning. Participants who want a unique way to bring together all children in their classroom for the best learning experience possible will be able to implement sign language.

Fine Motor Skills... Write Out of the Box!

Room 302B, Capacity: 116

Age Group: Preschool (3–5 year olds Pre-K)

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

Marianne Gibbs, NAEYC

Occupational therapist and NAEYC presenter Marianne Gibbs shares activities and rationale for the WHATs, HOWs, and WHYs of fine motor skill development as it relates to children 3–6 years old. Gross and fine motor activities and strategies are discussed and demonstrated with supporting rationale for improving students' future handwriting efficiency and scissor skills... Write Out of the Box!

What's the Difference?

An Introduction to Conscious Discipline

Room 302C, Capacity: 116

Age Group: Preschool (3–5 year olds Pre-K)

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

Mandy Lloyd, Conscious Discipline Certified Instructor

Feeling tired of chaos in the classroom? Have you tried everything, but nothing works? Join this session to learn about Conscious Discipline, a comprehensive self-regulation program that creates safe, connected classrooms and teaches essential conflict resolution skills.



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.

Everyone Has a Story: Building Literacy and Classroom Community with Vivian Paley's Story Acting Curriculum

Room 305A, Capacity: 116

Age Group: Preschool through Grade 3

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

*Pat Tuttle, retired Warren Wilson College education faculty
Shenika McDaniels, Asheville City Schools*

Building classroom community through the joys of story telling story acting, a proven literacy curriculum built on the iconic work of Vivian Paley, is an additional bonus as teachers work to strengthen emerging literacy skills. Children dictate stories which are then acted out by their classmates providing for their emerging literacy skills in vocabulary, comprehension, print awareness, narrative development, and creative thinking. Participants learn strategies for authentically bringing children's words to life, engaging their enthusiasm for their story as well as adding to their feelings of inclusion and social emotional development when they say, "I like my story. It's great." Standards for Foundations and Common Core are supported through this developmentally appropriate practice and research indicates that children's language gap is narrowed and narrative skills enhanced.

Teach Them Their World! Inspiring, Motivating, and Diversifying with the Power of Science and Nature!

Room 305B, Capacity: 116

Age Group: School Age (K–Grade 3)

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

*Samantha Chauncey, Pitt Community College
Susan Styons, Vanguard Educational Institute Founder/
DPI-retired*

Liven up your classroom, diversify your instruction, and promote the development of high level literacy in all learners with the power of science and nature! Science instruction is naturally diversified. When we use science and nature as the foundation of our instruction and weave science throughout our centers and curriculum, we teach in the way the brain learns and promote independence and individuality. Using quality models, labels, specimens, research, and outdoor exploration, we create a science-based classroom that allows students to flow seamlessly from one subject to the next, explore their own interests, and build essential literacy skills. Research shows that when we combine science and literacy instruction, comprehension significantly and quickly improves in both. From dissections to scavenger hunts and models to microbes, science has everything you need and your students want. You can give your students the WORLD and we will show you how.

It's Bigger Than the Center... Visual Arts & Creative Expression: Playful Learning At Its Finest

Room 306A, Capacity: 116

Age Group: Preschool through Grade 3

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

*Gina Troball, Carteret County Schools
Sarah Hopkins, Carteret County Schools*

Are you interested in learning about the difference between process vs. product art? Understanding the Art standards for Pre-K and K? Why creative art is so important to the development of young children? This is the session for you! Join us as we explore the answers through a hands on approach and be prepared to let your imaginations and creativity run wild!

Quality Feedback: Engaging Teachers in Meaningful Conversations

Room 306B, Capacity: 116

Age Group: Preschool through Grade 3

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

*Juliana Harris Beaufort County Schools
Norris Parker, Perquimans County Schools*

What does an outstanding early childhood classroom look like? How do you, as a center director or school administrator move teachers forward in ensuring their interactions and instructional delivery is optimal for the children they teach? Come learn how two demonstration site administrators implement strategies to engage teachers in meaningful conversations regarding developmentally appropriate practice, teacher-child interactions, and instructional delivery to improve the quality of the classrooms in their schools.

Art Outside: Play Outside NC Phase II

Room 306C, Capacity: 116

Age Group: Across Age/Grade Spans (Infant–Grade 3)

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

*Carroll Worrell Barnes, Beaufort Hyde Partnership for Children
Debra Torrence, Arts of the Pamlico*

This Play Outside NC session will provide trainers, professional development and technical assistance providers who are interested in supporting teachers and families in supporting young children creating art outside.

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.

SESSION TWO

Friday, September 15, 1:00 – 2:30 pm

Transforming the Workforce for Children Birth through Age 8—What does that mean for us?

Room 201, Capacity: 68

Age Group: Adult Learners

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

Marta Koesling, Iredell Co Partnership for Young Children
Anna Mercer-McLean, Community School for People Under Six

The NC Institute for Child Development Professionals has been engaging state and local early educators and policy makers in efforts to improve the education, compensation and professional development of child care teachers, administrators and support staff across the state. Add your voice and ideas to the critical conversations that need to happen to sustain higher pay and education for the early childhood workforce. Learn more about the Institute and how you can be part of the movement for professional recognition, opportunities and benefits.

The Great Outdoors: Meeting the Diverse Needs of All Learners Through Authentic Outdoor Experiences

Room 203, Capacity: 32

Age Group: Across Age/Grade Spans (Infant–Grade 3)

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

Sylvan Taylor
Jennifer Crowell

There is a great deal of research supporting the value of child-led play in natural outdoor environments. The current body of research indicates that outdoor play and exploration benefit children in a multitude of ways, physically, emotionally, socially and cognitively. Additionally, these benefits are shown to be even greater for children with disabilities or underprivileged backgrounds. Children with sensory processing disorders, autism spectrum diagnoses and attention deficits are particularly benefited by time spent outdoors. According to a piece on the NAEYC website, “there remains a need for every child to feel the sun and wind on his cheek and engage in self-paced play. Ignoring the developmental functions of unstructured outdoor play denies children the opportunity to expand their imaginations beyond the constraints of the classroom.

Reboot the Brain to Reach Higher Levels of Thinking: Utilizing Connections, Energetic Activity, Movement, and Music to Boost Student Learning and Self-regulation

Room 303, Capacity: 116

Age Group: Preschool through Grade 3

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

Kim Hughes, Conscious Discipline Master Instructor

Teachers often despair about children’s poor attention, increased distractibility & disconnected relationships. Come learn effective teaching strategies such as intentional greetings, interactive Morning Meetings, predictable transitions, purposeful play and powerful closing activities that meet the vital needs of the developing brain while boosting children’s sense of safety, create secure attachments, and increase awareness of self and others as well as improve listening and lead to pro-social behavior as you create a compassionate and empowered learning environment.



Let’s Play! Cultivating the Curiosity, Exploration, and Imagination of Young Children

Room 204, Capacity: 32

Age Group: Infant/Toddler through Pre-K

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

Theresa Sanders, Onslow County Partnership for Children

This course is designed to assist early educators, parents, and others to provide an environment and experiences that will foster children’s curiosity and promote a positive attitude and interest in learning. Participants will receive an overview of the Approaches to Play and Learning domain of the North Carolina Foundations of Early Learning and Development (NCFELD), and how it guides the development of best practices in the classroom environment.

Introduction to the Revised Resource Manual for Administrators and Principals Supervising and Evaluating Teachers of Young Children

Room 205, Capacity: 32

Age Group: Preschool through Grade 3

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

Dr. Richard Lambert, UNC Charlotte
Dr. Bobbie Rowland, UNC Charlotte



Join the original authors of the Resource Manual for an introduction to the revised, 2016, version of this practical guide especially created for early childhood principals, administrators, teachers, and others directly involved in providing high-quality preschool and kindergarten programs for young children in public and nonpublic schools. Engage in discussion with cross-sector practitioners around the practical use of the Resource Manual in support of effective and intentional practices in early childhood classrooms.

Temperament of Infants and Toddlers—Understanding and Supporting Individual Temperaments

Room 305B, Capacity: 116

Age Group: Infant/Toddler

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

Bonnie Gould, Craven Smart Start
Susan Deans, Southeastern Community College

Temperament of Infants and Toddlers: Understanding and Supporting Individual Differences. We all have our own way of adapting and responding to the world around us. Are you distracted or persistent, sensitive or easy going? These characteristics describe temperament. During this workshop, we’ll learn about 9 temperament traits and 3 large categories used to describe most infants and toddlers. Strategies on how to care for children based on their temperament type will be shared. We will also discuss the “goodness of fit” between your own temperament and the infants and toddlers in your care and explore the role of culture as it relates to temperament. By understanding temperament, caregivers can provide the supports needed to help every infant and toddler feel safe and secure in the child care setting. This training provides information that supports the ITES-R Subscales: Space and Furnishings, Listening and Talking and Interactions and Program Structure.

Innovation=Motivation! Transforming School Culture

Room 304, Capacity: 140

Age Group: Adult Learners

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

Michael Bonner, 2nd grade teacher—South Greenville Elementary School, Greenville, NC



Creating new and innovative strategies within the classroom is an exciting task but can seem daunting to the teacher who is worn down by the profession. Due to many reasons (negative student behavior, poor scores, etc....), the school climate can become toxic and suffocate the life out of teachers. In order to shift the school culture, it begins with individual teachers making the decision to change their classroom into an engaging learning environment. Michael Bonner will share how he utilized the power of self-reflection to evaluate his qualities as a teacher, navigate negative criticism and stereotypes from working within a Title 1 school (100% FRL free and reduced lunch), to understanding the value of not discarding ideas.

Teaching Children HOW to think rather than WHAT TO think: Developing Critical Thinking Skills to Promote School Readiness

Room 307, Capacity: 40

Age Group: Preschool (3–5 year olds Pre-K)

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

Karen Davis Platt, ICF

One of the most important jobs we have as teachers is to help children learn how to think. It may sound like an easy task, but in reality teaching critical thinking skills is complex and takes a focused effort and practice. Critical thinking is the ability to analyze, create, reason and reflect to “connect the dots.” Often teachers report they struggle with making critical thinking come to life in their classrooms. Critical thinking is strengthened by engaging children in developmentally appropriate activities and meaningful, engaging conversations. This session will discuss the aspects of critical thinking and how this skill contributes to school readiness and lifelong learning. We will practice supportive strategies to use in the classroom to encourage preschoolers to think for themselves, problem solve and make sense of the world around them in THEIR terms.

Artistic Storytelling

Room 402, Capacity: 184

Age Group: Preschool through Grade 3

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

Enrique Feldman, Global Learning Foundation

Learn how to use music to go from reading to storytelling, and as a natural byproduct, creating an intense desire with children to want to read, and additionally to elevate how children create meaning. As a part of this workshop, you'll also experience how to use diverse perspective strategies to foster cultural competence, bilingual strategies, and elevated emotional intelligence. You'll experience how to use developmentally appropriate resources and practices to prepare the young learner for improved decision making, and enhance optimal learning with play-based breathing strategies. As an added bonus, you'll be guided through adult stress reduction techniques to help us enter our own optimal zone for guiding young learners.

Freshest Bite—Farm to Child Care

Room 301A, Capacity: 116

Age Group: Across Age/Grade Spans (Infant – Grade 3)

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

Lynn Policastro, Wake County Smart Start

Close your eyes and think about picking that fresh strawberry right off the bush. Can't you just taste that juicy sweetness in your mouth? Through Farm to Child Care every day can be a wonderful memory like that. In this session we will discuss ways to procure fresh local foods and how to add gardening to your outdoor learning environments so every day can be a Farm to Tummy experience.

Embedding Cultural Competence in NC's Early Childhood System

Room 302B, Capacity: 116

Age Group: Adult Learners

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

Mary Lee Porterfield, UNC Greensboro

Catherine Scott-Little, UNC Greensboro

Join us for an interactive discussion about the challenges and opportunities around embedding cultural competence in the state's early childhood system. You will learn the results of a recent qualitative study on the topic, then add your voice through a facilitated discussion as we compile thoughts and ideas to share with state leaders.

Updates from the Division of Child Development and Early Education

Room 306C, Capacity: 116

Age Group: Adult Learners

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

Alison Keisler, DCDEE Regulatory Services Section

Justin Berrier, DCDEE Regulatory Services Section

Please join us for important updates about the early care and education landscape in North Carolina! 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.

Our World of Learning Opportunities with Sesame Street in the Communities

Room 305A, Capacity: 116

Age Group: Across Age/Grade Spans (Infant–Grade 3)

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

Lauren McDowell, UNC-TV

Mallory Mbalia, UNC-TV

Research tells us that during the first few years of life, more than 1 million new neural connections form every second in the brain. So, how can teachers provide intentional learning opportunities to engage and support the rapid developing brain? Experiences! It is the experiences in a child's life that shapes their developing brain. Join UNC-TV staff and fellow educators to explore 21st Century bilingual multimedia learning opportunities through the groundbreaking Sesame Street in the Communities hands-on multi-sensory resources for teachers and families. Participants will be provided with classroom resources linked to Foundations, Best practices, DCDEE standards and enhanced parent engagement. Participants will make intentional connections in diverse subject areas, integrate content with diverse learners, and link the content to multiple standards.

Peace, Love, and Preschool: Yoga in the Classroom

Room 307B, Capacity: 25

Age Group: Preschool

Target Audience: **Emerging, Established, Experienced***Dollie Adcock, Harnett County Partnership for Children**Lynda Turlington, Harnett County Partnership*

Experience how children's yoga encourages powerful connections to oneself and others. Yoga can be embedded throughout your day with the use of interactive games, kid friendly poses, music and movement. Integrating yoga into the classroom is easier than you think!

**Caterpillars and Butterflies:
Developing Leadership Skills**

Room 202, Capacity: 32

Age Group: Adult Learners

Target Audience: **Emerging***Kim Mitcham, Iredell County Partnership for Young Children*

Designed for emerging leaders, session participants will gain insight into 5 key leadership traits needed to be successful in the profession. Participants will engage in large and small group discussions designed to support their understanding of the 5 key leadership traits. Practical tips will be shared on how to build those key traits.

**From Expel to Excel: Supporting Children's
Healthy Social/Emotional Development**

Room 301B, Capacity: 116

Age Group: Preschool (3–5 year olds Pre-K)

Target Audience: **Emerging, Established, Experienced***Ebonyse Mead, North Carolina Partnership for Children**Diane Umstead, North Carolina Partnership for Children*

Explore ECE educators' impact on children's social/emotional development and how policy and innovative professional development can support their efforts. Revisit research indicating specific groups of children's likelihood of suspension/expulsion from preschool and understand long-term impacts. Learn about North Carolina's policy statement on suspension/expulsion in ECE and dialog with other states regarding efforts. Identify resources, online CEUs, and other PD opportunities for educators. Consider how your state/region might rev up efforts to prevent suspension/expulsion in early education.

**Baby Doll Circle Time with Young Children:
Emotional Regulation through Social Play**

Room 302C, Capacity: 116

Age Group: Across Age/Grade Spans (Infant–Grade 3)

Target Audience: **Emerging, Established, Experienced***Kelli Rushing, Connect to Teach, LLC and Conscious Discipline Certified Instructor*

Come and play with us! Intentionally teaching young children strategies for emotional regulation and stress management is possible through attuned connections and social play that strengthens attachment. Experience Baby Doll Circle Time™ as an intentional strategy for supporting emotional intelligence in children and developing brains wired for cooperation and impulse control. This Conscious Discipline workshop focuses on using play with baby dolls in developmentally appropriate practice to bring your attuned presence to children in order to encourage, comfort, support discovery and provide the essential connection every child requires to thrive.

**Creating Outdoor Learning Environments for Infants
and Toddlers: It's Not Called a "Playground" Anymore**

Room 302A, Capacity: 116

Age Group: Infant Toddler through Pre-K

Target Audience: **Emerging***Alicia Shell, Iredell Co. Partnership for Young Children**Gail Mattingly, Southwestern Child Development*

Going Outside is not just about what's out there but what you do when you're out there. It's in the news almost weekly; America's children are not getting enough exercise. The First Lady has taken on this cause because it has become a serious issue for our children today. This training will help participants understand the benefits of taking children outside daily and provide suggestions on how to create spaces for infants and toddlers outside that support all areas of learning and introduce them to the natural environment. Finally, participants will be given ideas on what activities can be included in their outdoor spaces. This training provides information that supports ITERS-R subscales: Space and Furnishings, Personal Care Routines, Activities and Interactions. Embedding Cultural Competence in NC's Early Childhood System Mary Lee Porterfield UNC Greensboro Catherine Scott-Little – UNC Greensboro 302B 116 Adult Learners Across Levels Join us for an interactive discussion about the challenges and opportunities around embedding cultural competence in the state's early childhood system. You will learn the results of a recent qualitative study on the topic, then add your voice through a facilitated discussion as we compile thoughts and ideas to share with state leaders.

**It's Bigger Than The Center...
Writing in Pre-K and K**

Room 306A, Capacity: 116

Age Group: Preschool through Grade 3

Target Audience: **Emerging, Established, Experienced***Marylee Sease, Hazelwood Elementary**Lee Messer, Hazelwood Elementary**Karla Carpenter, Catawba County Schools*

The Cozy Writing Center is a powerful place in an early childhood classroom. There is an intimacy in a nook tucked away where a child can get lost in engaging and purposeful writing. This center-time writing is the catalyst and lays the foundation for the more formal writing that happens in Writing Workshop, Daily News and response to text. NC Demonstration teachers will share artifacts, photographs, videos and stories of children building their writing lives. Participants will learn how retelling their own personal stories motivates and scaffolds young writers.

**The Safe Place—"It's Bigger Than the Center":
Supporting Emotional/Social Development**

Room 306B, Capacity: 116

Age Group: Preschool (3–5 year olds Pre-K)

Target Audience: **Emerging, Established, Experienced***Amy Harding, Cabarrus County Schools**Jessica Hendley, Cabarrus County Schools*

Time out not working? This session will provide strategies to help children when they are in an emotional upset. Children need to be taught how to regulate their emotions. Participants will learn about use of the "safe place" as a meaningful classroom structure/center.

SESSION THREE

Friday, September 15, 3:00 – 4:30 pm

Coaching and Mentoring with Power and Intention

Room 201, Capacity: 68

Age Group: Preschool

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

Deborah Saperstein, East Carolina University EESLPD

Carla Stafford, East Carolina University EESLPD

Teacher effectiveness is the number one predictor of student achievement. This session will provide coaches and mentors with the tools to re-ignite their coaching ability in order to increase teacher effectiveness. Attendees will learn and practice how to have powerful, purposeful interactions that promote growth in teacher and student outcomes.



Inquiring Minds Want to Know How to Travel Down A Road—A Project Approach Utilizing Creative Curriculum

Room 203, Capacity: 32

Age Group: Preschool (3–5 year olds, Pre-K)

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

Gloria Jackson, Triad Child Development Center

This workshop will offer educators an overview of the Project Approach and guide them through the process of developing and implementing a project in the classroom. They will learn how an NC-Pre-K teacher adopted a road project learning approach in her classroom. The project approach was utilized in order to energize the curriculum with a real world relevance in order to spark children's desire to explore, investigate and understand their world.

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

Room 204, Capacity: 32

Age Group: Preschool (3–5 year olds, Pre-K)

Target Audience: **Established**

Hardin Engelhardt, 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. Find out how to coach staff to play in ways that encourage school readiness. Plenty of reading, writing, math, and science fun!

Gardening with Children When You Don't Have a Green Thumb

Room 205, Capacity: 32

Age Group: Preschool (3–5 year olds, Pre-K)

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

Jennifer Jones, Alamance Community College

In this session you will learn how to incorporate gardening into your early childhood classroom. No matter how much space you have or how much gardening experience you have, everyone can include gardening activities into their curriculum. Gardening provides a way to connect children with the natural world, gets children active and outside, and encourages them to eat new and healthy food. In addition, gardening provides opportunities to integrate art, math, science, literacy, social studies and technology into your classroom.

Children at Play: Culture and Diversity Reflected Through Child-Directed Art

Room 202, Capacity: 32

Age Group: Infant Toddler through Pre-K

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

Curtis King, Step By Step Child Development Center

Alisha King, Step By Step Child Development Center

Children are naturally curious! They love learning about how the world around them aligns with their home environment. The home-school connection is critical during the preschool years and should be reflected in all areas of learning, including art. Art is an activity in which children should be encouraged to express themselves while making connections between what is familiar and what they are learning. The creations made by children can be vehicles by which they make sense of the world around them. This learning session will provide hands-on experiences that reflect how children can gain acceptance of their culture and the culture of others while learning to respect diversity within the classroom. When art is integrated into the learning environment, language development, reasoning, and social interactions can be facilitated.

Do this.....or else! Using Choices to Increase Cooperation and Compliance

Room 303, Capacity: 116

Age Group: Preschool (3–5 year olds, Pre-K)

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

Ashley Cooper, Connected At Last and Conscious Discipline Certified Instructor



Offering children choices in a traditional discipline style often results in frustration, power struggles and manipulation. The Conscious Discipline Power of Free Will and Skill of Choices help to build a relationship of mutual respect and empowerment between adult and child. Utilizing these skills will improve goal achievement, facilitate self-regulation, increase compliance and focus attention.

More than Just Routine: Turn Everyday Infant Toddler Moments into Extraordinary!

Room 307, Capacity: 40

Age Group: Infant/Toddler

Target Audience: **Established**

Ginger Thomas, Child Care Services Association, Inc
Teresa Boykin, Down East Partnership for Children

What does the word "curriculum" mean to you? If teaching skills and planning projects are the first ideas that come to mind, then this workshop will open your eyes to a new way of thinking about infant-toddler "curriculum". Infant and toddler teachers spend a large part of the day engaged in routine caregiving responsibilities. These are key learning times! Participants will gain an understanding of why routines are essential to "curriculum" for infants and toddlers. Participants will learn how responsive and respectful one-on-one caregiving routines are opportunities for building relationships and learning, and how these routines are connected to culture and family values. This training provides information that supports the ITERS-R subscales: Personal Care Routines, Listening and Talking, Interactions and Program Structure.

20 Sanity-Saving Tips for Running a Nurturing and Engaging Classroom

Room 304, Capacity: 140

Age Group: Preschool through Grade 3

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

John Funk, University of Utah—Discount School Supply

This session focuses on good classroom management/guidance strategies for running an efficient and nurturing environment. 20 sanity-saving tips will be given to help a teacher build a positive classroom atmosphere.

Body Poems; Building Language with Movement and Thought

Room 402, Capacity: 184

Age Group: Preschool through Grade 3

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

Enrique Feldman, Global Learning Foundation

Experience a very active session where you will be taught how to use the theatrical art form of embodiment. Learn the joy and relevance of using and re-directing children's energy! You'll be led by Enrique with physical body-based approaches which expand vocabulary, comprehension, critical thinking and creativity. From simple to complex, you'll take a journey that includes the creation of objects, actions, emotions and thoughts as individuals and as groups.

Diversity and Equity Issues for Directors and Owners

Room 301A, Capacity: 116

Age Group: Adult Learners

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

Patricia Nan Anderson, Walden University

You understand the importance of supporting diversity and equity, for your families and also to support your credibility in the community and the marketplace. But how can you work with staff whose ideas are limiting? How can you manage parents who find diversity uncomfortable? Get some ideas and the validation you need, right here.

Autism, Our Journey Together, A Message of Hope

Room 301B, Capacity: 116

Age Group: Adult Learners

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

DJ Svoboda

Cindi Svoboda

Please join us to learn more about autism. DJ and I share our Autism journey with you. Come to be encouraged and visit Imagiville. Imagiville is a place where everyone is "Special Just the Way They Are".

Developing Math Concepts Using Digital and Non-Digital Technology

Room 302A, Capacity: 16

Age Group: School Age (K–Grade 3)

Target Audience: **Emerging**

Karen Lounsbury, USC Upstate

iPads, tablets, smartphones, laptops. Technology is everywhere, but is it always the best way to get the job done? Experience a session where math concepts are developed using digital and non-digital technology. Using iPad apps and hands-on materials, participants will discover how math concepts can be developed in the classroom, while keeping their students engaged.

Grow Your Program and Strengthen the EQuIPS Program Assessment Process: The EQuIPS Self-Assessment Survey

Room 302B, Capacity: 116

Age Group: Adult Learners

Target Audience: **Established**

Sharon Mims, UNC-Greensboro

Mary Lee Porterfield, UNC-Greensboro

Ever wish your own assessment of your program could be documented and used? Do you see strengths in your program that aren't documented in the current Quality Rating and Improvement System? Participants in this session will identify program policies and processes that are important for administering a high quality program, and learn how important aspects of program administration can be documented and evaluated. In addition, participants' input on what is important and how to document program administration strengths will be used to guide the continuing refinement of a self-assessment component of the new Early Childhood Quality Improvement Pathway System (EQuIPS) measure that is currently being pilot tested. Participants will gain ideas for program self-assessment AND give input into a new program assessment process that uses programs' self-assessment and focuses on program strengths.

Classroom Jobs: Creating an Environment of Connection and Cooperation

Room 302C, Capacity: 116

Age Group: Preschool through Grade 3

Target Audience: **Established**

Heidi Condrey, Parent Child Development Corporation & Conscious Discipline Certified Instructor

Many teachers have classroom jobs for some children that may or may not contribute to the success of the classroom. However, classroom jobs can meaningfully contribute to the overall success for the classroom, include a job for every child, and foster connection as well as cooperation in the classroom. In this Conscious Discipline session, discover the power of meaningful jobs for all children in the classroom. Learn how to create, structure, and manage meaningful jobs for all children to encourage unity and the optimal brain state for learning.



Promoting Inclusion in Early Childhood Settings: How can it work?

Room 305A, Capacity: 116

Age Group: Across Age/Grade Spans (Infant–Grade 3)

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

Toni Miguel, UNC Chapel Hill

Lisa Erwin-Davidson, UNC Chapel Hill

Two experienced early childhood practitioners, turned researchers, will share their perspectives on how inclusion can work in a school and classroom. We adopt a positionality that is child-centered and that sees educators as models for developing a respectful and civil society. We will outline the building blocks of inclusive practices as defined by policy, then we will provide practical examples of how inclusion can work with a diverse group of children and their families. Participants will have an opportunity to engage in a dialogue with the intent of co-developing an action plan to take away and use right away.

Embracing Project Work in Toddler and Preschool Classrooms: Lessons Learned from a Reggio-Inspired Program

Room 305B, Capacity: 116

Age Group: Infant Toddler through Pre-K

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

Teresa Sumrall, Appalachian State University
Dionne Sills Busio, Appalachian State University

This session is an exciting opportunity for administrators and teachers to meet and reflect on ways project work can provide engaged intentional integration of curriculum and standards in a developmentally appropriate way. The presentation begins with the case for project-based learning and there will be opportunities to explore toddler and preschool projects completed at a Reggio-inspired program.

It's Bigger Than the Center... Bring on the DRAMA! Planning and playing with intentionality in your dramatic play center



Room 306A, Capacity: 116

Age Group: Preschool through Grade 3

Target Audience: **Established**

Katie Welch, Beaufort County Schools
Bonita Haywood-Daniels, Martin County Schools

From pizza parlors to pet stores, the possibilities are endless! Come learn why dramatic play is such a necessary part of high-quality Pre-K and kindergarten classrooms! Learn how 3 NC Demonstration teachers use the dramatic play 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 intentionality "behind the scenes" of the dramatic play center as children develop as learners from Pre-K to kindergarten.

Nurturing Young Citizens of the World Erin Brassell Gaston College

Room 306C, Capacity: 116

Age Group: Across Age/Grade Spans (Infant-Grade 3)

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

Erin Brassell, Gaston College
Robin Pollard, Gaston College

As children grow and develop, they need to be equipped to interact effectively with many people in the world. This workshop is designed to help participants understand how to promote the acceptance of diversity as we work with young children in practical ways. We will discuss how to implement an anti-biased approach through self-awareness activities, environmental analyses, direct/indirect instructional methods and collaborative home-school partnerships.

Be Well: Mindfulness and Yoga for Early Educators

Wellness Way

Age Group: Adult Learners

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

Sarah Prezioso, Wellness and Yoga Teacher

Help ensure the physical, mental and emotional resources you need to meet the unique demands of being an early educator. Understand the importance of teacher well-being and its impact on outcomes for children. Learn easy, impactful ways you can practice simple breathing, mindfulness and yoga techniques throughout your day to help reduce stress and be well.

Spend time reflecting upon your own well-being and leave with a new set of supports to help you reduce stress and maintain balance in your life. Try out stretches and yoga poses that give your body what it needs to be its best. Become more mindful of the importance of breath. Tap into resources to support personal and professional well-being that will help you deepen the positive impact of your work.

You are invited to participate in this session at any level you are comfortable. If you are just learning about mindfulness and yoga practices, it is our goal to help you feel at ease. Try parts of activities or you are welcomed to simply observe. Yoga mats will be available for those that would like to fully immerse themselves in the physical activities of this session.

Pre-K – 3rd Grade: Why It Matters

Room 306B, Capacity: 116

Age Group: Preschool through Grade 3

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

Carla Garrett, NCDPI
Jami Graham, NCDPI

The session will underscore the tenets in the following statement: "Children's experiences during the early years provide the foundation for later school success" (FirstSchool). As such, this session will investigate and discuss the needed emphasis on the Pre-K–3 continuum with a focus on the following:

- Research
- Developmentally appropriate experiences and rigor
- Formative assessment
- Professional development
- Family and community engagement

Information will be shared and a number of "turn and talk" opportunities will encourage participants to process information and share knowledge with others. Participants will have the opportunity to use information gained to create an individualized action plan for use as next steps.

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.

SESSION FOUR

Saturday, September 16, 9:00 – 10:20 am

Was It Something I Said?

Room 303, Capacity: 116

Age Group: Across Age/Grade Spans (Infant–Grade 3)

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

Susan Kirby, *Conscious Discipline Certified Instructor*

The way we communicate with children and each other is so much more than the words we use. Ineffective communication styles send mixed messages to children and leave adults feeling frustrated. Using the Skill of Assertiveness is the beginning to effectively communicating with children.



Beyond Crafts, Teaching Art to Preschoolers

Room 301A, Capacity: 116

Age Group: Across Age/Grade Spans (Infant–Grade 3)

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

Elspeth McClanahan, *N. Raleigh United Methodist Preschool*
Becky Sterling, *N. 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 session 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.

Smart Moves: Why Motor Skills Matter

Room 307, Capacity: 40

Age Group: Across Age/Grade Spans (Infant–Grade 3)

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

Robin Prothro, *Clarendon School District 2*

More than ever before, typically developing children are entering school with underdeveloped motor systems. Research has shown Motor Skills are a robust predictor of academic success, and children with delayed motor skills have a much greater chance of struggling with academics. In this session you will discover which motor skills children need for school, how to screen for motor delays, and practical suggestions to improve motor skills for all students in all classrooms.

The Road To Bonnaville

Room 402, Capacity: 184

Age Group: Adult Learners

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

Michael Bonner, *2nd grade teacher—South Greenville Elementary School, Greenville, NC*

Teachers are constantly faced with hundreds of decisions that impact the lives of many children daily. But what happens with the teacher is dealing with a personal life crisis and still has the task of creating future leaders? Michael Bonner will discuss his personal experiences on how he arrived on a national stage by confronting the different curveballs life tossed. In this speech, he will cover how he used life circumstances to change his classroom culture in order to produce a better environment for high levels of learning to come into fruition.



Messy STEM/STEAM: Making a Mess with Science and Math

Room 304, Capacity: 140

Age Group: Preschool through Grade 3

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

John Funk, *University of Utah—Discount School Supply*

This workshop focuses on using messy art activities to support math and science concepts for early childhood. Hands-on activities are the best way to learn!

Leading for Equity—One Data Point at a Time!

Room 301B, Capacity: 116

Age Group: Adult Learners

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

Diane Umstead, *NC Partnership for Children*

Jean Squier, *Hoke County Partnership for Children*

Leading for equity to make a measurable difference for children requires effective use of data to leverage the collaborative efforts of diverse individuals at a community level. This experiential workshop will explore: (1) how organizations can focus on collective results, and (2) explore equity strategies to address disparities through by aligning the work across organizations and communities.

Using Technology for Content Creation

Room 302A, Capacity: 116

Age Group: Preschool (3–5 year olds, Pre-K)

Target Audience: **Established**

Amy Latta, *Childcare Network*

Don't know ROM from RAM? That's ok! You don't have to know everything about computers in order to make content that will engage your students. Children learn through visuals and hands-on materials that cater to their interests. In this session, you'll learn how to create visual schedules, social stories, classroom labels, games, and more that will help you and your students succeed. You'll also learn how to share what you've created online when you feel confident enough.

Help Me! Notice Me! Using Empathy to Help Children Manage their Emotions

Room 302C, Capacity: 116

Age Group: Across Age/Grade Spans (Infant–Grade 3)

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

Kelli Rushing, *Connect to Teach, LLC and Conscious Discipline Certified Instructor*

Do you ever feel like "No hitting" and "Gentle touches" are worn out phrases that don't really work? In this Conscious Discipline workshop you can examine how mature empathy can help children accept boundaries and limits on behavior and understand their own feelings. Equip yourself with the language of Noticing D.N.A. to build brain connections that help you effectively teach and that help children learn and internalize self-regulation.



From the Head and Heart:**An experiential journey of art, values, and reflection**

Room 305A, Capacity: 116

Age Group: Infant Toddler through Pre-K

Target Audience: **Emerging, Established, Experienced***Harriette Bailey, UNC-Greensboro**Nicole McCaskill, Education, Quality Improvement, and Professional Development (EQulPD)*

This session uses experiential learning through art to explore how values and teacher reflection have a powerful influence on what the child experiences every day in the classroom. The team from EQulPD (Education, Quality Improvement, and Professional Development), Guilford County's technical assistance initiative uses an integrated approach for raising and sustaining quality and will share their process with the audience as a model for informing program and classroom practices.

Language Development and Communication in Infants and Toddlers: What Are They Talking About?

Room 305B, Capacity: 116

Age Group: Infant Toddler

Target Audience: **Emerging, Established, Experienced***Jennifer Anderson, Guilford Child Development**Priscilla Hayes, Child Care Resources, Inc.*

It starts with crying, cooing, and babbling, and then you finally hear it, their first words! Sharing those language milestone moments can be some of our best experiences as infant and toddler teachers. During this workshop you will learn more about the development of language and communication for children birth to three; the research that links relationships to language learning in the first three years; and strategies to support development in this domain for all infants and toddlers, including dual language learners. In addition, participants will have a chance to discuss and share their ideas about the importance of talking to, singing with, and reading to infants and toddlers to foster a life time love of language and learning. This training provides information that supports the ITERS-R subscales: Personal Care Routines, Listening and Talking and Interactions.

It's Bigger Than the Center...**Integrating Mathematics Throughout the Day**

Room 306A, Capacity: 116

Age Group: Preschool through Grade 3

Target Audience: **Emerging, Established, Experienced***Lisa Bruggeman, Asheville City Schools**Emilie MacDonald, Currituck County Schools*

In this session, participants will hear how NC-OEL Demo Teachers integrate developmentally appropriate mathematics instruction throughout the day. Whether it is during Morning Meeting, center time, project work, or daily routines, mathematics happens all day long. Come find out how to enhance children's mathematical thinking throughout the day in meaningful, playful ways and learn how you can capture that learning through formative assessment!

Positive Intentions: Reducing the Number of Expulsions in Early Childhood Programs

Room 306B, Capacity: 116

Age Group: Preschool (3–5 year olds, Pre-K)

Target Audience: **Emerging, Established, Experienced***Doreen Aristy, Thompson**Krys Mason, Thompson*

The number of children being expelled and terminated from school programs is growing across the nation. The problem of young children (under 5 years old) in childcare programs is also growing at an alarming rate. Learn how to be a part of the solution to these problems. Learn new ideas how to support teachers in classrooms, involve families in partnerships, and implement social emotional teachings with positive intentions.

Readiness, Alignment and Transition to Kindergarten: How NC's Kindergarten Entry Assessment Supports Best Practice in Preschool

Room 306C, Capacity: 116

Age Group: Preschool through Grade 3

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

Participants will learn about NC's KEA in a brief intro. In the balance of the session, participants will learn how the KEA can be used to show kindergarten teachers (and families and administrators) how what preschool teachers are already doing supports teachers administering the KEA and the children being assessed as they enter kindergarten, and how learning about the KEA can validate best practices for preschool teachers.



SESSION FIVE

Saturday, September 16, 10:40 – 12:00 pm

Full STEAM Ahead: Incorporating the NC Kindergarten Entry Assessment (KEA) into a STEAM K Classroom

Room 306C, Capacity: 116

Age Group: Preschool through Grade 3

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

Kim Books, Gaston County Schools

Erika Beattie, NCDPI

As teachers implement the NC Kindergarten Entry Assessment (KEA), it is beneficial to recognize that many Kindergarten teachers have all the skills they need to begin the process in their classrooms. This is also true when using STEAM activities in the Kindergarten classroom. The session will empower teachers to carefully consider their weekly STEAM lesson plans with specific focus on the whole child using the NC KEA. Participants will learn how a practicing Kindergarten teacher develops STEAM activities in her classroom and uses these activities to provide opportunities for observing what students know and are able to do. The session will also endow teachers with strategies that capture evidences of learning during the STEAM lessons. As the presenters describe using anecdotal notes, taking photos, and/or making videos, clear and practical examples of methods used during STEAM activities that are used in the K classroom to capture students' evidences of learning for the KEA will be described.

Creating Meaningful Child Portfolios

Room 302A, Capacity: 116

Age Group: Infant Toddler through Pre-K

Target Audience: **Established**

Lorrie Looper, UNC Charlotte

Martha Berry, UNC Charlotte

Assessing children's growth and development is becoming an ever increasing role of early childhood classroom teachers. This session focuses on effective strategies for observing and documenting children's development from birth through age 5, as well as the how and why to do so. Participants will be provided information on collecting child data, documenting the developmental significance of the data collected, and recording data into a comprehensive child portfolio system. Aligning the system with curriculum objectives and Foundations will be highlighted during the presentation. Examples of quality documentation from actual classrooms will be shared. Participants will also be provided an opportunity to practice documenting development specific to the age group they serve.

Parent-Implemented Infant Signing Intervention in the Natural Environment

Room 301B, Capacity: 116

Age Group: Infant Toddler through Pre-K

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

Fain Barker, Meredith College

This OSEP funded study investigated the effects of using infant signs on the expressive language skills of young children with language delays, as indicated on their IFSPs. Results suggest an increase in communication attempts via spoken and manual signed words after a parent-implemented infant signing intervention. Attendees will learn via hands-on experience and role-playing how to implement these new skills.

Triggered and Terribly Tired...

AHHH! How to Manage Emotional Mayhem

Room 302C, Capacity: 116

Age Group: Preschool through Grade 3

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

Kim Hughes, Conscious Discipline Master Instructor

Self-regulation is more than just self-control or impulse control. It is the ability to manage your thoughts, emotions and actions to support healthy growth within yourself and others. Discover how Conscious Discipline® can help you stay calm in the worst situations as you experience the five steps to self-regulation and learn how to teach them to children.



We All Belong... Just What Is Inclusion Anyway?

Room 305B, Capacity: 116

Age Group: Preschool (3–5 year olds Pre-K)

Target Audience: **Emerging**

Jennifer Griffith, Iredell Co. Partnership for Young Children

Joyce Capps, Iredell Co. Partnership for Young Children

All children belong together. Every child deserves the opportunity to learn and grow with their friends regardless of their developmental abilities. The need to meet IEP goals and objectives should not alter how we interact with children. Discuss ways to support development within various learning styles and abilities. Learn about inclusion and why it is beneficial as well as engaging strategies for overcoming challenges while planning for all children to succeed together.

It's Bigger Than the Center...Bugs, Rocks, Sharks, and Shells—Fostering Young Minds with Science Inquiry

Room 306A, Capacity: 116

Age Group: Preschool through Grade 3

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

Sarah Hopkins, Carteret County Schools

Shari Funkhouser, Ashboro County Schools

Gina Troball, Carteret County Schools

Lisa Kittrell, Carteret County Schools

Are you interested in learning about the characteristics of a high-quality science program? Understanding the science standards for Pre-K and K? Why science inquiry is so important to the development of young children? How to enhance your classroom environment in order to foster science inquiry? Then this is the session for you! Join us as we explore the world of science through the eyes of a young child!



Turn Tatting into Teaching: Using Assertiveness in the Classroom

Room 303, Capacity: 116

Age Group: Preschool through Grade 3

Target Audience: **Established**

Heidi Condrey, Parent Child Development

Corporation & Conscious Discipline Certified Instructor

In this Conscious Discipline session, participants will discover how to utilize tattling and the everyday conflict moments that happen in the classroom as opportunities to teach. Participants will discover three primary types of tattling, the motive behind each type of tattling, and strategies for responding to each type of tattling that empower both the victim and the aggressor. And finally, participants will explore classroom structures that support the skill of child assertiveness and how to use these structures to facilitate conflict resolution.



SESSION SIX

Saturday, September 16, 12:20 – 1:40 pm

Feeling Buddies—Helping Children Learn to Manage Emotions

Room 303, Capacity: 116

Age Group: Preschool through Grade 3

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

Emily Shields, Child/Family Therapist, Connection Builders



Learn about the ultimate plan for self-regulation in your classroom the Conscious Discipline® way. From the perspective of a child therapist (Mental Health Specialist), Emily will demonstrate how to incorporate the Feeling Buddies and Safe Place to help children be successful with the crucial life skill of self-regulation. You will be amazed as even the most challenging children learn to regulate BIG emotions with the Buddies!

Preventing Power Struggles

Room 302C, Capacity: 116

Age Group: Preschool (3–5 year olds, Pre-K)

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

Mandy Lloyd, Conscious Discipline Certified Instructor



Join this Conscious Discipline session to learn effective strategies to connect with children, communicate limits assertively, and offer choices that encourage compliance and reduce power struggles.

It's Bigger than the Center... Meeting Standards through Playful Learning

Room 306A, Capacity: 116

Age Group: Preschool through Grade 3

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

Amy Blessing, Pender County Schools

Susan Choplin, Winston-Salem/Forsyth County Schools

Michelle Gray, Pender County Schools



Join three NC Demonstration Classroom teachers to learn how effective content area instruction is embedded in play through the use of the Block Center 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 goals. Through the use of appropriate materials, teacher scaffolding and probing questions, the blocks center allows children to grow within and across all developmental domains and content areas. Whether working on an in depth project or following a child's interest and lead, the blocks center is an invaluable tool for learning and development. is welcoming of everyone.

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Help us plan for future Conferences! Please fill out this page and 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. Connection Corner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Advocacy Mosaic Activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Author Book Signing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. DAP Showcase	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Wellness Way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Table Talks Resource Fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. NCAEYC Photobooth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Vendor Spotlight and Vendor Visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff, Volunteers, Presenters and Sessions						
19. Helpfulness of staff and volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Professionalism of presenters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. How did you find out about this year's Conference? ☐ Received email ☐ My employer ☐ From NAEYC/NCAEYC website ☐ From attending the 2016 Conference ☐ Other _____

22. Who paid your Conference registration? ☐ Self ☐ Employer ☐ Other _____

23. 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.)

- ☐ Networking with other early care and education professionals ☐ Requirements for contact hours
☐ Learning new practices/methods to use in my position ☐ Location of Conference
☐ Dates of Conference

24. Are you a member of NCAEYC? ☐ Yes ☐ No

25. How likely are you to attend the 2018 NCAEYC Conference? ☐ Very likely ☐ Maybe ☐ Not very likely

Which session title, topic, and/or presenter was most meaningful to you?

Additional Comments/Suggestions:

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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 15, 8:00 am – 5:30 pm

Saturday, September 16, 8:00 am – Noon

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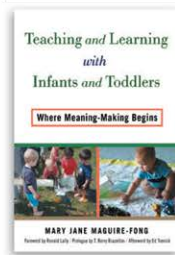


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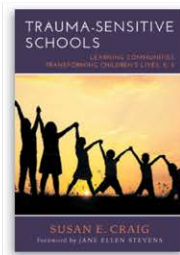
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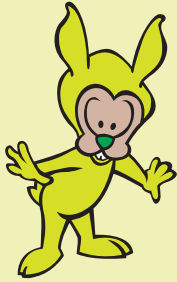
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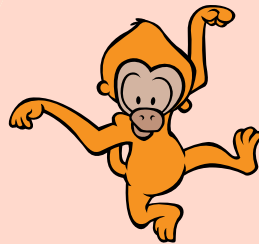
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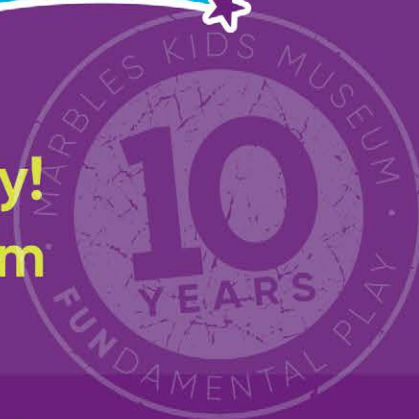




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