



North Carolina Association for the Education of Young Children

**People. Practice. Policy.**

# Connecting

**BIRTH – 8 ACROSS OUR STATE**



## **2019 Annual Conference**

**September 12 – 14**

**RALEIGH CONVENTION CENTER**

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# NCAEYC's 2019 Annual Conference



The theme for NCAEYC's 66th Annual Conference is **People. Practice. Policy. Connecting Birth – 8 Across Our State.** From our beginnings in 1953 as the North Carolina Kindergarten Association, then transforming into a state affiliate of NAEYC in 1974, we are connected by a commitment to high quality care and early learning for young children Birth – 8. Today's leaders and members continue to live out this commitment by exemplifying professionalism and valuing our connections to each other and to the advocacy impact we have when we join together to make a difference for children, families and our field. With a renewed mission, vision and priority initiatives, NCAEYC continues to adapt, transform, lead and innovate so we can promote and inspire purpose, passion and professionalism in early care and education.

Our great line-up of sessions reflect our interrelated Priority Initiatives:

- Developmentally Appropriate Practice across the Birth – 8 age spectrum
- Wellness and Resilience in Early Childhood Education
- Professionalism, Leadership and Advocacy

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.

## A Legacy of Professional Development

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# Dear Conference Attendees:

**On behalf of NCAEYC's Board of Directors and staff, welcome to our 66<sup>th</sup> Annual Conference!** It is our honor to be a part of the history and 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 Birth – 8 age spectrum.

NCAEYC's 66th Annual Conference theme is "People. Practice. Policy. Connecting Birth - 8 Across our State." This theme reflects our core values and beliefs as an affiliate of NAEYC. We recognize that children are best understood and supported in the context of family, culture, community, and society. We believe in doing our work in ways that promote equity and opportunity. We advocate for policies, practices, and systems that promote full and inclusive participation. We confront biases that create barriers and limit the potential of children, families, and early childhood professionals.

We are so honored this year to have as our Keynote Speakers two incredible educators who have dedicated their work to ensuring good things for all children, especially those facing inequities and adversities. Dr. James Comer and Michael Bonner will inspire our hearts and minds as we consider the vital importance of positive relationships between teacher and child on learning outcomes. They will reflect on the purpose and ways to help create a caring community of learners. What a unique Keynote experience it will be!

NCAEYC continues to adapt, transform, lead and innovate so we can promote and inspire purpose, passion and professionalism in early care and education. Thank you for joining us and for your ongoing support and engagement!



Consuellis Hawkins-Crudup  
President, NCAEYC Board of Directors

## NCAEYC Board of Directors

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## Thank you for your service as an NCAEYC Board Member!

Suzanne Hughes  
Verena Howell

## NCAEYC Staff

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

## NCAEYC Office

182 Wind Chime Court, Suite 104  
Raleigh, NC 27615  
919-510-5034  
[www.ncaeyc.org](http://www.ncaeyc.org)

Membership dollars and donations allow NCAEYC to create resources, opportunities and connections to make a positive difference for NC's children, families, and our field.

**DONATE NOW!**

<https://ncaeyc.org/donate/>

An Affiliate of **naeyc**<sup>®</sup>



# NCAEYC is committed to being HP10, a high-performing inclusion organization

## 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.

## INTERRELATED PRIORITY INITIATIVES

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

-  Developmentally Appropriate Practice Across Birth – 8 Spectrum
-  Wellness and Well-being of Children and Adults
-  Professionalism and Professionalizing the Field

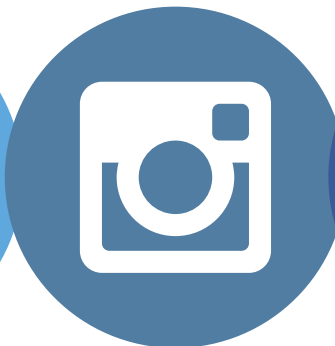


Purpose. Passion. Professionalism.

## Connect with NCAEYC during Conference and beyond!



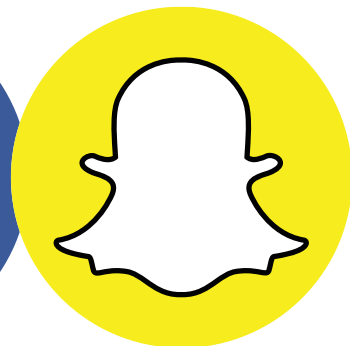
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Conference  
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#ncaeyconference  
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Post on our  
Facebook page  
During Conference  
facebook.com/  
ncaeyc



Tag us on  
Snapchat!

# Conference Schedule

## WEDNESDAY, SEPTEMBER 11

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

## THURSDAY, SEPTEMBER 12

On-Site Registration and Check-In 7:00 am – 5:00 pm  
Pre-Conference Sessions 9:00 am – 4:30 pm

## FRIDAY, SEPTEMBER 13

On-Site Registration and Check-In	7:00 am – 6:00 pm	
SESSION 1: Self-Select	8:00 am – 9:30 am	
KEYNOTE	10:00 am – 11:45 am	
Lunch	11:45 am – 1:00 pm	
SESSION 2: Self-Select	1:00 pm – 2:30 pm	
SESSION 3: Self-Select	3:00 pm – 4:30 pm	
NCAEYC Photobooth	8:00 am – 4:30 pm	3 <sup>rd</sup> Floor/Main Level
Connection Corner/Advocacy Activities	8:00 am – 4:30 pm	3 <sup>rd</sup> Floor/Main Lobby
Wellness Way	8:00 am – 4:30 pm	4th Floor/Breezeway outside of Room 402
DAP Showcase: Excellence in Action	8:00 am – 4:30 pm	3 <sup>rd</sup> Floor/North Hallway
Table Talks Resource Fair	9:00 am – 3:30 pm	3 <sup>rd</sup> Floor/South Hallway



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.

**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 and best in early education products and services and to have a chance to win amazing door prizes!*

## SATURDAY, SEPTEMBER 14

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: ALL TOGETHER NOW!	9:00 am – 10:00 am	Room 402
SESSION 5: Self-Select	10:20 am – 12:20 pm	
SESSION 6: ALL TOGETHER NOW!	12:40 pm – 1:30 pm	Room 402
Wellness Way	8:30 am – 12:30 pm	4th Floor/Breezeway outside of Room 402
NCAEYC Photobooth	8:30 am – 12:30 pm	3 <sup>rd</sup> Floor/Main Level
Connection Corner/Advocacy Activities	8:30 am – 12:30 pm	3 <sup>rd</sup> Floor/Main Level
DAP Showcase: Excellence in Action	8:30 am – 12:00 pm	3 <sup>rd</sup> Floor/North Hallway

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



**Experience all that  
NCAEYC's Conference has to offer!**

## **ENGAGING DAPA FORMAT**

**NCAEYC's DAPA, "Developmentally Appropriate Practice for Adults,"**  
creates connected, intentional, strategic, cumulative professional  
development experiences within a strong and vibrant professional network.

- **Get Plugged in at Connection Corner!**
- **Keynote: Dr. James Comer and Michael Bonner**
- **Photobooth**
- **Wellness Way**
- **DAP Showcase**
- **"Have Your Voice Heard!" Advocacy Activities**
- **NCAEYC Merchandise Booth**
- **Table Talks Resource Fair**
- **Visit with Vendors and Vendor Spotlight**

Vendors help make our NCAEYC Conference possible! Connect with them throughout the day and be present during the Vendor Spotlight to see the latest in early education products and services and to have a chance to win amazing door prizes! See page 6 for full details.





## 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](http://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 to meet your needs. You will receive an email with an evaluation survey. Please take time to give your feedback!

## 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 45 and the Certificate of Attendance on page 46 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.

## MESSAGE CENTER

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

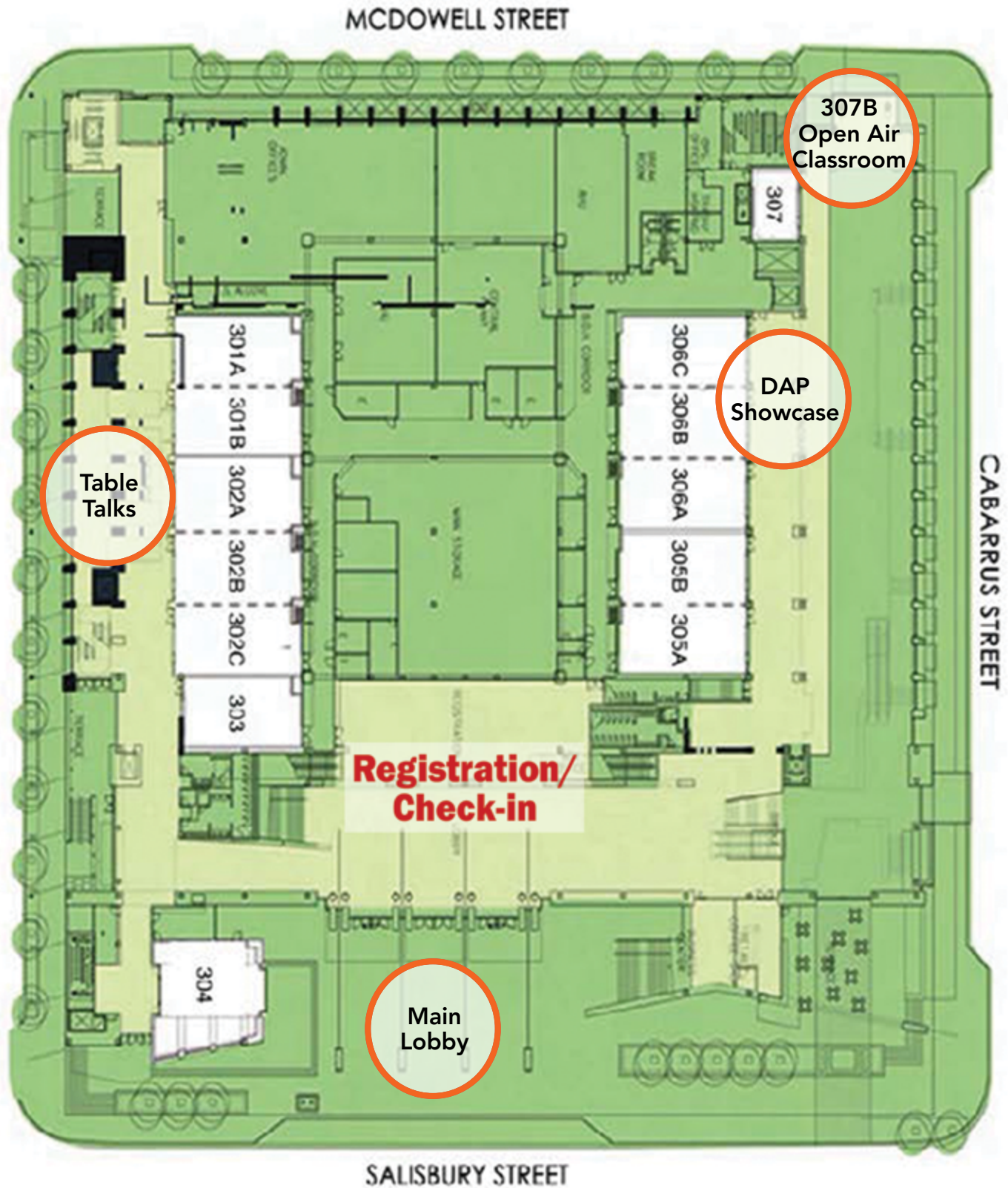
## CITY OF RALEIGH INFORMATION BOOTH

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.  
**Keynote** will be in Ballroom B one floor above the Main Lobby.  
**Wellness Way** is located on the 4th Floor in the Breezeway outside of Room 402.

# Vendor Spotlight

**FRIDAY 4:30 – 5:30 pm**

**Main Lobby**

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 50-51.

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 on Friday from 4:30 – 5:30 pm. Must be present to win.

## Congratulations!

**Congratulations to the inaugural members of NCAEYC's Member Mentors.** This new initiative celebrates the diverse and dynamic early childhood profession by shining a light on the important work our members do in our state. These individuals were chosen for their work that reflects NCAEYC's mission, vision, and priority initiatives. Throughout the year, we will introduce you to these members as they share their perspectives, professional roles and inspiration to help connect us around shared values and beliefs. Join these leaders and NCAEYC's Board of Directors for our Saturday's "ALL TOGETHER NOW!" opening and closing sessions.

- Cassandra Brooks, Clayton
- Beverly Wakefield, Charlotte
- Amanda Halsey, West Jefferson
- Jeanne Wakefield, Chapel Hill
- Cathy Collie-Robinson, Durham
- Linda Barron, Fountain
- Heather Coley, Shallotte
- Juliana Harris, Hobgood
- Briley Rascoe, Rocky Mount
- Shaina Pearce, Statesville
- Lisa Godwin, Charlotte
- Rhodus Riggins Jr., Greensboro
- Jennifer Barrett-Tatum, Cullowhee



# In & Around Raleigh

## Transportation

**Raleigh offers several great options for exploring Downtown:**

**R-Line:** a free circulator bus service in the Downtown area

Check out the map on page 8 and jump on and off for the stops indicated.

You can visit museums, shops, art galleries and restaurants.

**CAT buses:** Fares payable to driver for access to the greater Raleigh area

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.

## 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!

For things to do and deals on local restaurants please visit their website:

<https://www.visitraleigh.com/>



**SPARKcon**

[www.sparkcon.com](http://www.sparkcon.com)

**SPARKcon** is Raleigh's annual Festival of Creativity that fills the downtown streets with activities, performances and displays of fun, music, imagination and innovation. Check it out Friday 9/13 – Sunday 9/15.

## Food and Beverage

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

**Coffee, beverages and snacks**

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, or, a few steps away, is Crema in City Plaza.

**Lunch options abound!**

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 Gigi's Pizza. Jimmy V's Osteria & Bar is located in the Sheraton Hotel and Rye Bar & Southern Kitchen is located in the Marriott Hotel.

**Dinner and evening entertainment**

Our Capital City's thriving restaurant and nightlife scene provides many unique options. Check out the R-Line Map on page 8 and the listing of downtown restaurants on page 9 to discover all that awaits. Groups might particularly enjoy checking out the new Morgan Street Food Hall in the Warehouse District. Catch the R-Line starting at 6:30 pm.

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,  
or **Crema** in City Plaza.

# Map of Downtown Raleigh Area

## DOWNTOWN RALEIGH NORTH CAROLINA



If you are interested in:

- seeing and doing more in Raleigh, N.C., start with the Visitor Information Center (VIC) (C,5);
- relocating to Raleigh, start with the Chamber of Commerce (C,6)



### Points of Interest

- 1 Artspace (D, 5)
- 2 City Market (D, 5)
- 3 City Plaza (C, 5)
- 4 City of Raleigh Municipal Building (B, 4)
- 5 City of Raleigh Museum (C, 4)
- 6 CAM Raleigh (A, 5)
- 7 Duke Energy Center for the Performing Arts (C, 6)
  - Memorial Auditorium
  - Meymandi Concert Hall
  - Kennedy Theatre
  - Fletcher Opera Theater
- 8 Pope House Museum (D, 5)
- 9 Federal Government Complex (E, 4)
- 10 Greater Raleigh Chamber of Commerce (C, 6)

★ Raleigh, N.C., Visitor Information Center (C, 5)

- 11 Haywood Hall House and Gardens (D, 3)
- 12 L.L. Polk House (D, 1)
- 13 Marbles Kids Museum/Marbles IMAX (D, 4)
- 14 N.C. Executive Mansion (D, 3)
- 15 N.C. Museum of History (C, 3)
- 16 N.C. Museum of Natural Sciences (C, 3)
- 17 N.C. State Archives (D, 3)
- 18 N.C. State Capitol (C, 3)
- 19 N.C. State Legislative Building (C, 3)
- 20 Raleigh Convention Center (C, 5)
- 21 Red Hat Amphitheater (B, 5)
- 22 Wake County Courthouse (C, 5)

### Transportation

- 23 GoRaleigh Transit Station (D, 4)
- 24 Union Station (A, 4)

R R-Line Stops (route runs counterclockwise)  
--- R-Line route after 6:30pm

### Places to Stay

- 25 Holiday Inn Raleigh Downtown (B, 3)
- 26 Days Inn Downtown Raleigh (B, 2)
- 27 Raleigh Marriott City Center (C, 5)
- 28 Residence Inn Raleigh Downtown (C, 6)
- 29 Sheraton Raleigh Hotel (C, 5)
- 30 Hampton Inn & Suites Raleigh Downtown/ Glenwood South (A, 1)
- 31 Guest House Raleigh (opening Late Summer 2018) (E, 5)

### Symbols

- P Parking
- ◀ Parking entrance
- ☐ Post office
- ℹ Visitor information
- Flow of traffic
- Railroad

## Raleigh Convention Center at R-Line Stop R13

# Downtown Restaurants

## Downtown Restaurants

Key: Dining price: \$=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=lake night; \* = open daily; CS=closed Sundays; CM=closed Mondays; CTU=closed Tuesdays; CW=closed weekends.

	RESTAURANT NAME	ADDRESS	PHONE	CUISINE TYPE	PRICE RANGE	MEALS SERVED	DAYS
1	10th and Terrace	616 S. Salisbury St.	919.856.0017	American	\$\$	B, D	*
2	42 & Lawrence	134 E. Martin St.	919.828.1234	Coffeehouse	\$\$	B, L, D	*
3	A Place at the Table	300 W. Hargett St.	919.307.8914	Deli/Café	\$	L, D	*
4	Amorino	137 E. Davie St.	919.239.4411	Ice Cream	\$\$\$	L, D	*
5	Apero	309 Blake St.	919.803.7475	French	\$\$	D	CM, CS
6	b.good	555 Fayetteville St.	919.803.3233	American	\$\$	L, D	*
7	Beasley's Chicken + Honey	237 S. Wilmington St.	919.322.0127	Southern	\$\$	L, D, Br	*
8	Benny's Capitale	121 Fayetteville St.	919.239.7143	Pizza	\$\$	L, D, Ln	*
9	Berkeley Café	217 W. Martin St.	919.828.9190	American	\$	L, D, Ln	*
10	Bida Menda	222 S. Blount St.	919.829.9999	Pan-Asian	\$\$	L, D, Ln	CS
11	Big Ed's City Market Restaurant	220 Wolfe St., Ste. 103	910.465.2386	Southern	\$	B, L	*
12	Bittersweet	16 E. Martin St.	919.977.3829	Bakery	\$	B, D	*
13	Brewery Bhavana	218 S. Blount St.	919.829.9998	Chinese	\$\$	L, D, Ln (F-Sa)	CM
14	Budacai	120 E. Martin St.	919.803.4005	Pan-Asian	\$\$	L, D	*
15	Caffe Luna	136 E. Hargett St.	919.832.6090	Italian	\$\$	L (M-F), D (W-Sa)	CS
16	Capital Club 16	16 W. Martin St.	919.832.6866	New American	\$\$	L (Su-F), D (Tu-Sa)	*
17	Carroll's Kitchen	19 E. Martin St.	919.670.3622	American	\$	B, L	CW
18	Centro	106 S. Wilmington St.	919.835.3593	Mexican	\$	L (M-Sa), D (W-Sa)	CS
19	Chuck's	237 S. Wilmington St.	919.322.0126	American	\$\$	L, D	*
20	City Market Sushi	315 Blake St.	919.322.1987	Sushi	\$\$	L, D	CS
21	Clyde Cooper's BBQ	327 S. Wilmington St.	919.832.7614	Barbecue	\$	L, D	CS
22	Crema City Plaza	421 Fayetteville St., Ste. 101	919.834.7279	Deli/Café	\$	B, L, D	*
23	Death & Taxes	105 W. Hargett St.	984.242.0218	Southern	\$\$\$	D (W-Sun)	CM, CTU
24	Domino's Pizza	135 E. Davie St.	919.239.4219	Pizza	\$	L, D, Ln	*
25	El Rodeo	329 S. Blount St.	919.829.0777	Mexican	\$	L, D	*
26	Fiction Kitchen	428 S. Dawson St.	919.831.4177	Vegetarian/Vegan	\$\$	L (Su), D	CM
27	Fire Wok	442 Fayetteville St.	919.821.8089	Pan-Asian	\$	L, D	CS
28	Garland	14 W. Martin St.	919.833.6886	Pan-Asian	\$	D	CM, CS
29	Gigi's Pizza	421 Fayetteville St., Ste. 104	919.720.4150	Pizza	\$\$	L, D, Ln	*
30	Gravy	135 S. Wilmington St.	919.896.8513	Italian	\$\$	L (M-F), D	*
31	Happy + Hale	443 Fayetteville St.	919.307.4148	Vegetarian/Vegan	\$\$	B, L, D	CS
32	Heirloom Brewshop	219 S. West St.		Coffeehouse	\$\$	B, Br	*
33	Humble Pie	317 S. Harrington St.	919.829.9222	Spanish/Tapas	\$\$	D (T-Sa), Br (Su)	CM
34	Jimmy Johns	437 Fayetteville St.	919.754.0101	American	\$	L, D	*
35	Jimmy V's Osteria + Bar	420 Fayetteville St.	919.256.1451	Italian	\$\$	B, Br, L, D	*
36	Jose and Sons	327 W. Davie St., Ste. 102	919.755.0556	Mexican	\$\$	L, D, Br (Su)	CM
37	Linus and Pepper's	126 S. Salisbury St.	919.833.3866	American	\$\$	L, D	CW
38	Lucettegrace	235 S. Salisbury St.	919.307.4950	Bakery	\$	B, L	*
39	Manhattan Café	320 S. Wilmington St.	919.833.6105	Deli/Café	\$	B, L	CS
40	McDonald's	105 E. South St.	919.833.7800	American	\$	B, L, D	*
41	Mecca Restaurant	13 E. Martin St.	919.832.5714	American	\$	B, L, D	CS
42	MOFU Shoppe	321 S. Blount St.	919.301.8465	Pan-Asian	\$\$	L, D	CS
43	Morgan Street Food Hall	411 W. Morgan St.	919.834.2720	Food Hall	\$\$	B, L, D, Ln	*
44	Morning Times	8 E. Hargett St.	919.836.1204	American	\$	B, L, D	*
45	Oak City Meatball Shoppe	180 E. Davie St.	919.714.9014	Italian	\$	L, D, Ln	CS
46	O-Ku Sushi	411 W. Hargett St.	919.792.3777	Sushi	\$\$\$	D, Ln	CM
47	Oro Restaurant	18 E. Martin St.	919.239.4010	New American	\$\$	L, D, Ln	*
48	Parkside	301 W. Martin St.	984.232.8969	American	\$\$	L, D	*
49	Pizza La Stella	219 Fayetteville St.	984.200.2441	Pizza	\$\$	L, D, Ln (W-Sa)	CS
50	Plaza Café	410 Fayetteville St., Ste. 109	919.758.8759	Deli/Café	\$	B, L	CW
51	Poole's Diner	426 S. McDowell St.	919.832.4477	American	\$\$	D, Br (Su)	*
52	Raleigh Raw	7 W. Hargett St.	919.439.5100	Smoothie	\$\$	B, L, D	*
53	Raleigh Times Bar	14 E. Hargett St.	919.833.0999	American	\$\$	L, D, Ln	*
54	Royale	200 E. Martin St.	919.977.3043	French	\$\$\$	D	CS
55	Rye Bar & Southern Kitchen	500 Fayetteville St.	919.227.3370	Southern	\$\$\$	B, L, D	*
56	Shish Kabob	438 Fayetteville St.	919.833.4005	Mediterranean	\$	L, D	*
57	Sir Walter Coffee	145 E. Davie St.	919.720.7237	Coffeehouse	\$\$	B, L, D	*
58	Sitti	137 S. Wilmington St.	919.239.4070	Middle Eastern	\$\$	L, D	*
59	Sono	319 Fayetteville St.	919.521.5328	Pan-Asian	\$\$\$	L (M-F), D	*
60	Sosta Café	130 E. Davie St.	919.833.1006	Deli/Café	\$	B, L	CW
61	Square Burger	225 Martin St.	919.896.6600	American	\$\$	LD	*
62	St. Roch Fine Oysters Bar	223 S. Wilmington St.	919.322.0359	Seafood	\$\$	D	CS, CM, CTU
63	Starbucks	500 Fayetteville St.	919.334.9894	Coffeehouse	\$	B, L, D	*
64	Subway	234 Fayetteville St.	919.615.2670	Deli/Café	\$	B, L, D	*
65	Tama Tea	401 Fayetteville St.	919.828.9977	Tea House	\$\$	B, L, D	*
66	The Big Easy	222 Fayetteville St.	919.832.6082	Cajun/Creole	\$\$	L, D, Ln	*
67	The District	317 W. Morgan St.	919.977.5440	New American	\$\$	D, Ln	*
68	The Pit	328 W. Davie St.	919.890.4500	Barbecue	\$\$	L, D	*
69	The Roast Grill	7 S. West St.	919.832.8292	American	\$	B, L	CS
70	Tonbo Ramen	221 S. Wilmington St.	919.977.3625	Pan-Asian	\$\$	L, D	*
71	Transfer Co. Food Hall	500 E. Davie St.	984.232.8122	Food Hall	\$\$	B, L, D	CM
72	Treat	305 S. Blount St.	919.307.9390	Ice Cream	\$	L, D	CM
73	Trophy Brewing Tap & Table	227 S. Wilmington St.	919.836.0034	American	\$\$	D, Ln	*
74	Tuscan Blu	327 W. Davie St.	919.834.5707	Italian	\$\$	L, D	*
75	Vic's Italian Restaurant	331 Blake St.	919.829.7090	Italian	\$\$	L, D	CS
76	Virgil's Original Taqueria	126 S. Salisbury St.	919.833.3866	Mexican	\$\$	L, D, Ln	CS
77	Whiskey Kitchen	201 W. Martin St.	919.803.3181	Southern	\$	D, Ln	*
78	Woody's at City Market	205 Wolfe St.	919.833.3000	American	\$	L, D, Ln	*

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DOWNTOWN RESTAURANTS



## Connection Corner

*Get plugged in*



**Get energized by getting to know NCAEYC Board, staff, local leaders, and members!**

**FRIDAY, 8:00 am – 4:30 pm and SATURDAY, 8:30 am – 12:30 pm**  
**3<sup>rd</sup> Floor/Main Lobby**

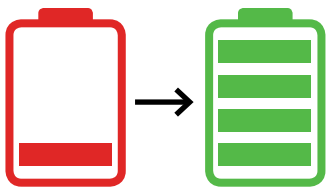
Visit with NCAEYC Board to get exciting details about NCAEYC's:

- Updated Mission, Vision and Priority Initiatives
- Membership experiences 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.



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

## Come learn about these early childhood initiatives.

- Power to the Profession (P2P)
- America for Early Ed (AFEE)
- NAEYC position paper revisions
- NCAEYC's updated mission, vision and priority initiatives
- Member engagement, leadership, and advocacy opportunities



**YOU can be an advocate for children, families, and our profession!**

**FRIDAY, 8:00 am – 4:30 pm and SATURDAY, 8:30 am – 12:30 pm**  
**3<sup>rd</sup> Floor/Main Lobby**

Get connected to resources and advocacy networks that will empower you to share your perspective, insight, and expertise as an advocate. Engage in this year's social media blitz to get the word out about the importance of early care and education. Help us spread the word about the significance of our roles as professionals and the impact of our field.

**NCAEYC supports**  
**[thinkbabies.org](http://thinkbabies.org)**



## **Get engaged as a member and advocate!**

- NC Early Childhood Action Plan
- Think Babies
- Pathways to Grade Level Reading
- Screenings of acclaimed documentaries such as *Resilience: The Biology of Stress & the Science of Hope* and *No Small Matter*

# 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**

**4<sup>th</sup> Floor/Breezeway outside of Room 402**

**While at conference**, visit Wellness Way to immerse yourself in a relaxing space and take part in wellness activities:

- Be intentional about your personal and professional well-being to deepen the positive impact of your work
- Tap into creativity as a stress-reliever by adding to NCAEYC's Nature Mandala

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

Enjoying music by yourself and with children is a powerful way to BE WELL, HAVE FUN, and LEARN! Enjoy NCAEYC's Wellness Way List on Spotify!

[bit.ly/WellnessWayMusic](https://bit.ly/WellnessWayMusic)

**Come make  
your own  
Be Well bracelet.  
Get inspired to  
take care of yourself  
and be resilient.**



**take care  
of yourself  
so you can  
take care of  
others**

**BE WELL**

 **ncaeyc** North Carolina Association for  
the Education of Young Children



# 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 3<sup>rd</sup> 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!**

# DAP Showcase: Excellence in Action

Friday, 8:00 am – 4:30 pm and Saturday 8:30 am – 12:30 pm  
3<sup>rd</sup> 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!*

*Great big thanks for leading DAP Showcase to  
**SMOKIE BRAWLEY**, Statewide Project Manager  
of the NC Healthy Social Behaviors Initiative!*

Check out HSB's Pinterest site for visual tools  
to promote social-emotional development!

<https://www.pinterest.com/Tuckersncnest/>

and join HSB's Twitter-sphere for regular reminders  
about promoting social-emotional development:

<https://twitter.com/OhBehaveTips?lang=en>

*Great idea to document  
children's learning:*

*Inspired to be Intentional:*

## Get Geared Up!

NCAEYC Merchandise Booth  
on the 3<sup>rd</sup> 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.



## Scholarship Recipients

- Kaira Beach
- Laura Blevins
- Misty Cotton
- Regina Frangos
- Becky Goss
- Natasha Grant-Dean
- Alexandra Green
- Amanda Huggins
- Lara Kehle
- Deeann Kidd
- Debbie Lowry
- Vanessa Price
- Kayla Scheffey
- Kayla Sigmon
- Laura Wilmoth
- Savanna Wyatt

# Table Talks Resource Fair

Friday, September 13, 9:00 am - 3:30 pm  
3rd Floor/Main Level near the 301 Classrooms

## Be Active Kids

[www.beactivekids.org](http://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](mailto:sbrawley@childcareresourcesinc.org)

The *Promoting Healthy Social Behaviors in Child Care Centers Project* (HSB) promotes the social, emotional, and behavioral health of children enrolled in licensed child care centers in North Carolina through the provision of specialized professional development and technical assistance for the early care and education workforce. Utilizing the Teaching Pyramid Model framework, the project is designed to modify provider practices and early childhood environments; to promote social-emotional competencies and prevent challenging behavior; partner with child care staff to address challenging child behaviors; assist staff and parents in finding appropriate referrals for children who require additional intervention and/or for the adults who care for those children; and increase the access of early childhood professionals to information, resources, and professional development on the importance of social-emotional development.

## Child Care Resources, Child Care Services Association, Southwestern Child Development Commission

[www.childcareservices.org](http://www.childcareservices.org)

NC ECE shared resources platform is an on-line web platform purchased by Child Care Resources, Inc., Child Care Services Association and Southwestern Child Development Commission for childcare program owners, administrators, and classroom teachers to save them time, money, and continuously improve the quality of their programs. This platform provides information about child care program operations in one, east-to-navigate, website.

## Child Care Services Association – NC CCR&R Council

[www.childcareservices.org](http://www.childcareservices.org)

The NC Child Care Resource and Referral Council (Child Care Resources, Inc., Child Care Services Association and Southwestern Child Development Commission) provides management and oversight of the Regional Lead CCR&R Agencies to ensure the delivery of high quality CCR&R Core Services and access to special initiatives statewide. The mission of the NC Child Care Resource and Referral Council is to partner with the North Carolina Division of Child Development and Early Education (NCDCEE) and the fourteen NC CCR&R regions to support a strong child care resource and referral statewide system.

## Child Care Services Association – NC Infant Toddler Quality Enhancement Project

[www.childcareservices.org](http://www.childcareservices.org)

Go NAP SACC is an online tool to help ECE programs meet their goals to support children's healthy eating, physical activity, and oral health.

## Child Care Services Association – T.E.A.C.H. Early Childhood® North Carolina

[www.childcareservices.org/teach-nc/](http://www.childcareservices.org/teach-nc/)

The T.E.A.C.H. Early Childhood® Scholarship Program is an umbrella for a variety of different scholarship programs for those working in the early education field in North Carolina. T.E.A.C.H. Early Childhood® Scholarship program is offered statewide and designed to provide educational scholarship opportunities for early educators including NCPK and infant toddler educators working in licensed facilities. Additional, unique scholarship programs are available for specialists within the early care and education system.

## Child Care Services Association – WAGE\$® and Infant Toddler Educator AWARD\$ Program

[www.childcareservices.org/wages-nc/](http://www.childcareservices.org/wages-nc/)  
[www.childcareservices.org/awards/](http://www.childcareservices.org/awards/)

Child Care Services Association (CCSA) is a nonprofit organization with headquarters in the triangle working to ensure affordable, accessible, high quality child care for all families through research, services, and advocacy. We are an association comprised of groups, individuals, and volunteers committed to supporting the rights of young children and their families to have the best possible life. We offer a variety of programs to support children, their families, and the workforce.

## Marbles Kids Museum

[www.marbleskidsmuseum.org](http://www.marbleskidsmuseum.org)

Marbles Kids museum sparks imagination, discovery and learning through play.

## NC Child

[www.ncchild.org](http://www.ncchild.org)

NC Child is a non-profit organization whose mission is to build a strong North Carolina by advancing public policies to ensure all children – regardless of race, ethnicity, or place of birth – have the opportunity to achieve their full potential. To achieve this mission NC Child produces data driven publications, works with allies to create an annual legislative agenda, and engages the public through our Child Advocacy Network. To learn more about NC Child visit [www.ncchild.org](http://www.ncchild.org).

## NC Child Care Health and Safety Resource Center

<https://healthychildcarenc.org/>

The North Carolina Child Care Health and Safety Resource Center is a program of the UNC Gillings School of Global Public Health's Maternal and Child Health Department. The NC Resource Center promotes healthy and safe indoor and outdoor environments for children in early care and education settings through child care health consultation. Information, resources, referrals, technical assistance, and on-going support are available to the child health and child care communities.

## NC Division of Public Health – Children and Youth Branch

<https://publichealth.nc.gov/wch/aboutus/childrencyouth.htm>

The NC Children and Youth with Special Health Needs Help Line offers assistance in finding services and resources for caregivers of and professionals who work with children and youth who have or at risk for chronic physical, developmental, behavioral or emotional conditions, and who need health related services beyond the care that children generally need.



**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.**

**NC Department of Health & Human Services (DHHS),  
Division of Child Development and Early Education (DCDEE)**

<https://ncchildcare.ncdhhs.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.

**NC Division of Child Development and Early Education/  
Workforce Education Unit**

[https://www.ncchildcare.nc.gov/general/mb\\_dcdeeworks.asp](https://www.ncchildcare.nc.gov/general/mb_dcdeeworks.asp)

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. DCDEE WORKS is designed to streamline education evaluations, using a web-based process designed to increase efficiency with which staff can process child care provider applications. DCDEE WORKS includes a self-service component known as the applicant portal which is used by individual applicants to register and maintain their workforce information to support education requirements.

**NC Division of Child Development and Early Education,  
Criminal Background Check Unit**

<https://ncchildcare.ncdhhs.gov/Home/DCDEE-Sections/Criminal-Background-Check-Unit/Basic-Information>

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-PreK/K Demonstration Program**

<http://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 306A.**

**NC Early Education Coalition**

[www.ncearlychildhoodassoc.com](http://www.ncearlychildhoodassoc.com)

The NC Child Care 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.

**REDY (Research on the Education and Development of Youth) at Duke University)**

<https://redy.ssri.duke.edu/>

The REDY program at Duke University is a university-based research program that contributes to understanding and solving problems within education. REDY consists of three major components: research, public engagement, and training. The research focus within REDY encompasses many aspects of children's schooling and development with studies focusing on disparities in achievement by race, class and gender, the role of parents and teachers in schools, determinants of educational outcomes, and the implications of educational factors for various life-chance outcomes for both children and young adults.

**UNC-TV Public Media**

[www.unctv.org](http://www.unctv.org)

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, Rottle 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, etc.

# NC Foundations for 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 for 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.

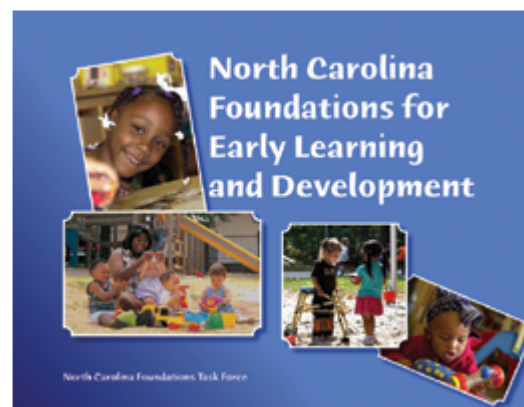
Foundations can be used to:

- 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	Goals and Developmental Indicators Should NOT Be Used To
<ul style="list-style-type: none"> <li>Promote development of the whole child, including physical, emotional-social, language, cognitive development, and learning characteristics.</li> <li>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.</li> <li>Promote shared responsibility for children's early care and education.</li> <li>Emphasize the importance of play as an instructional strategy that promotes learning in early childhood programs.</li> <li>Support safe, clean, caring, and effective learning environments for young children.</li> <li>Support appropriate teaching practices and provide a guide for gauging children's progress.</li> <li>Encourage and value family and community involvement in promoting children's success.</li> <li>Reflect and value the diversity that exists among children and families served in early care and education programs across the state.</li> </ul>	<ul style="list-style-type: none"> <li>Stand in isolation from what we know and believe about children's development and about quality early education programs.</li> <li>Serve as an assessment checklist or evaluation tool to make high-stakes decisions about children's program placement or entry into kindergarten.</li> <li>Limit a child's experiences or exclude children from learning opportunities for any reason.</li> <li>Set up conflicting expectations and requirements for programs.</li> <li>Decide that any child has "failed" in any way.</li> <li>Emphasize child outcomes over program requirements.</li> </ul>

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	The Role of Administrators
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.	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](http://ncchildcare.nc.gov/PDF_forms/NC_Foundations.pdf)

**Thanks to DCDEE for providing copies of NC FELD.  
Request your copy at the NCAEYC Registration Table.**

# IN-DEPTH Pre-Conference Sessions

An immersive day-long experience

THURSDAY, SEPTEMBER 12 AT 9:00 AM – 4:30 PM

(LUNCH BREAK ON YOUR OWN)

## PREK–3 LEADERSHIP: BUILDING RIGOROUS AND ROBUST LEARNING ENVIRONMENTS ROOM 305A



presented by  
Dr. Adam Holland,  
Research Scientist, FPG Child  
Development Institute

This session is for leaders of all types in PreK–3 spaces. Successfully navigating the worlds of PreK and K–3 is a challenge rarely addressed by licensure programs. For those in leadership roles, the unique challenges and opportunities become real on a daily basis. We will discuss topics like how to maintain academic rigor in early childhood and elementary spaces while still supporting developmentally appropriate teaching, personalizing learning environments for individuals, and embracing the PreK–3 early learning continuum. Participants will learn strategies around developing a vision and becoming instructional leaders. Ample time will be included for discussion, practice, and questions.

## THE THREE SECRETS BEHIND THE SUCCESS OF CONSCIOUS DISCIPLINE® ROOM 402



presented by  
Kim Hughes  
Kelly Rushing  
Ashley Cooper  
*Conscious Discipline  
Certified Instructors*

Teachers, administrators and parents often despair about how to best support all children as poor attention, increased distractibility and disconnected relationships can get in the way of learning. Conscious Discipline, a trauma-informed, brain-based self-regulation framework, offers evidence-based strategies that create an emotionally/physically safe school environment, as well as teach techniques so adults remain calm in the moments of chaos. Come learn effective teaching strategies 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 you learn HOW to create a compassionate and empowered educational environment where ALL children soar.

## INVESTING IN YOURSELF: PROMOTING PRACTICE, WELL-BEING AND PROFESSIONALISM ROOM 306A



**Promoting Practice,  
Well-being and  
Professionalism**

presented by  
Ennis Baker, MSW, LCSW  
Dr. Kimberly Johnson,  
Children's Author  
and Educator

Reflect upon your role in the lives of children and families and strengthening strategies and resources to support on-going development of your practice and well-being.

Your morning focuses on your well-being and professionalism as an agent of positive change in your workplace. [Ennis Baker, MSW, LCSW](#) presents **Moving from Surviving to Thriving: What Teachers and Administrators Can Do To Promote Resilience, Healing and Compassion Satisfaction in Their Classrooms, Centers and Communities!**

In the afternoon, come laugh, listen and learn with [Children's Author and Educator, Dr. Kimberly Johnson](#)! Her interactive session **Today I Think I'll TEACH: Balancing Teaching and Learning** focuses on the importance of the power of research AND the practicality of true teaching to help you improve your practice as an early childhood professional.



# NCAEYC'S ONE-OF-A-KIND Keynote Experience

FRIDAY, SEPTEMBER 13 AT 10:00 AM – 11:45 AM  
IN BALLROOM B/4TH FLOOR



**Dr. James Comer**



**Michael Bonner**

Be a part of this unique conversation between [Dr. James Comer](#), founder and chairman of the School Development Program at the Yale University School of Medicine's Child Study Center, and [Michael Bonner](#), author, international speaker and teacher at Ron Clark Academy in Atlanta, GA.

## **A Conversation that Connects Generations, Sectors, Roles, and Experiences**

**Sharing a Commitment to Getting Things Right for Children  
Birth through Eight, their Families, and Our Field**

**"NO  
SIGNIFICANT  
LEARNING  
OCCURS WITHOUT A  
SIGNIFICANT  
RELATIONSHIP."**

**—DR. JAMES P. COMER**

**"YOU CANNOT  
DEMAND  
A WITHDRAWAL  
FROM SOMEONE  
YOU HAVE NEVER  
INVESTED IN."**

**—MICHAEL BONNER**

# Core Values & Beliefs

Our core values are defined in the [NAEYC Code of Ethical Conduct](#) and are deeply rooted in the early childhood profession.

As a state affiliate of NAEYC, we seek to be **HPIO**, a high-performing, inclusive organization that is enriched by and continually grows from our commitment to diversity, as embodied by our core beliefs.

WE STRIVE TO UPHOLD THESE VALUES AND BELIEFS IN ALL OUR INTERACTIONS AND INITIATIVES:

## Core Values

- Appreciate childhood as a unique and valuable stage of the human life cycle.
- Base our work on knowledge of how children develop and learn.
- Appreciate and support the bond between the child and family.
- Recognize that children are best understood and supported in the context of family, culture, community, and society.
- Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague).
- Respect diversity in children, families, and colleagues.
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect.

## Core Beliefs

**Excellence and Innovation**—We are imaginative risk takers willing to challenge assumptions while being accountable to our mission and fiscally responsible.

**Transparency**—We act with openness and clarity.

**Reflection**—We consider multiple sources of evidence and diverse perspectives to review past performance, note progress and successes, and engage in continuous quality improvement.

**Equity and Opportunity**—We advocate for policies, practices, and systems that promote full and inclusive participation. We confront biases that create barriers and limit the potential of children, families, and early childhood professionals.

**Collaborative Relationships**—We share leadership and responsibility in our work with others. We commit time and effort to ensure diverse participation and more effective outcomes. We act with integrity, respect, and trust.

To read more, go to: <http://naeyc.org/about/>

# Reflecting. Transforming. Leading. Equity in Early Childhood

## Why Equity? Why Now?

According to the National Association for the Education of Young Children (2019), “Creating equitable learning opportunities for young children is at the core of NAEYC’s mission. These opportunities help children thrive by recognizing and building on each child’s set of individual and family strengths, cultural background, home language, abilities, and experiences.”

The final draft of NAEYC’s newest position statement, “Advancing Equity in Early Childhood Education” is now available for view. NAEYC has long-standing commitments to the principles of anti-discrimination and anti-racism that we have embedded in our advocacy for high-quality early education for all young children. We have proudly published resources on anti-bias education (Derman-Sparks and the ABC Task Force 1989; Derman-Sparks & Edwards 2010) for nearly 30 years. Although equity and diversity are referenced in our core values and beliefs, we have not had a separate position statement focused solely on these issues. The time has come for a clear position statement on equity and diversity to guide our work as we define and advance the early childhood education profession and ensure high-quality early learning for all young children.

Reference:

NAEYC (2019). Leading with Equity: Early Childhood Educators Make It Personal. National Association for the Education of Young Children. <https://www.naeyc.org/our-work/initiatives/equity>.

## NCAEYC is excited to collaborate with these amazing leaders in our field to promote HPIO, Cultural Competence, Equity, Diversity and Inclusion

*These two sessions are specially designed to create a connected, engaging and immersive experience to explore equity, diversity and inclusion within ourselves, our field, our early childhood education system, our society, and state and national policies. This talented team of presenters invite you to be a part of **both** of these sessions in Room 304 on Friday afternoon.*

### SESSION 2

#### The Real Conversation Around Racial Equity and Implicit Bias

Dr. Harriett Bailey, UNCG  
Lisa Pullis, Iredell County Partnership  
for Young Children  
Rhodus Riggins, Jr. M.Ed., EQulPD,  
UNC Greensboro

### SESSION 3

#### Be Bold, Be Brave: Going Beyond Multicultural Education

Dr. Jen Neitzel,  
Educational Equity Institute  
Ebonyse Mead,  
Educational Equity Institute

**“An educator in a system of oppression is either  
a revolutionary or an oppressor.”**

**—Lerone Bennett, Jr.**

## Office of Early Learning Demonstration Program

The North Carolina Department of Public Instruction provides the Demonstration Program as a professional development opportunity. This program offers visits to inclusive preschool and kindergarten classrooms to see best practice in action and have meaningful opportunities for reflection and discussion. Scheduled guided observations are available for anyone working with young children.

### Demonstration programs:

- Provide guided observations focused on evidence-based practices with meaningful opportunities for reflection and discussion with teachers and administrators
- May offer additional professional development, technical assistance, and/or resources
- Model the use of Foundations, North Carolina's Early Learning Standards for pre-kindergarten or North Carolina's Standard Course of Study for Kindergarten
- Model the intentional implementation of an approved pre-kindergarten curriculum or a balanced approach to instruction in kindergarten as described in *The Power of K North Carolina Position Statement on Kindergartens of the 21st Century*

**You're invited to visit OEL's Demo Sites throughout this school year:**

SITE	CONTACT	CLASSROOM TEACHER(S)
Asheville City Schools • Asheville City Preschool (Buncombe County)	Paula Weaver paula.weaver@acsgmail.net (828) 350-2950	Preschool: Lisa Bruggeman
Carteret County Schools • Bogue Sound Elementary	Lisa Kittrell Lisa.kittrell@carteretk12.org (252) 728-4583	Kindergarten: Gina Troball
Currituck County Schools • Jarvisburg Elementary	Emilie MacDonald emacdonald@currituck.k12.nc.us (252) 491-2050	Kindergarten: Emilie MacDonald
ECU & Pitt County Schools • ECU Community School	Katie Hawley hawleyk18@ecu.edu (252) 737-5600	Kindergarten: Katie Hawley
Winston-Salem/Forsyth County Schools • Sedge Garden Elementary	Susan Choplin schoplin@wsfcs.k12.nc.us (336) 771-4548	Kindergarten: Susan Choplin
Martin County Schools • South Creek Elementary	Bonita Haywood-Daniels Bhaywood-daniels@martin.k12.nc.us (252) 795-4775	Preschool: Bonita Haywood-Daniels
Pender County Schools • Malpass Corner Elementary	Michelle Gray – Preschool michelle_gray@pender.k12.nc.us (910) 283-5889  Amy Blessing - Kindergarten amy_blessing@pender.k12.nc.us (910) 283-5889	Preschool: Michelle Gray  Kindergarten: Amy Blessing

For additional information, please contact Carla Garrett at [carla.garrett@dpi.nc.gov](mailto:carla.garrett@dpi.nc.gov)  
[www.ncpublicschools.org/earlylearning/demo](http://www.ncpublicschools.org/earlylearning/demo)



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 29.

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#### SESSION 1

##### **Advocacy: Documenting Children's Learning**

Michelle Gray, Gina Troball, Bonita Haywood-Daniels, Emilie McDonald



**NC Demo Sessions  
are great for  
Administrators!**

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#### SESSION 2

##### **Advocacy: The Reflective Teacher**

Amy Blessing, Katie Hawley, Carla Carpenter

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#### SESSION 3

##### **Advocating for Best Practices in Preschool and Kindergarten**

Susan Choplin, Lisa Bruggeman, Lisa Kitrell

A series of special sessions delivered by ECU- Early Educator Support, Licensure and Professional Development (ECU-EESLPD) Leaders are held in Room 202. See full descriptions of each session beginning on page 29.

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#### SESSION 1

##### **Facilitating Children's Learning through Assessment and Planning**

ECU- Early Educator Support, Licensure and Professional Development (ECU-EESLPD) Leaders

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#### SESSION 2

##### **Critical Thinking Skills– Moving beyond open-ended questions**

ECU- Early Educator Support, Licensure and Professional Development (ECU-EESLPD) Leaders

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#### SESSION 3

##### **Rigor– Is It Really What You Think It Is?**

ECU- Early Educator Support, Licensure and Professional Development (ECU-EESLPD) Leaders

# 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 years.

# 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.

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. Since session capacity varies and seats are on a first-come basis, list options just in case your first choice is full.

## Friday, September 13

### SESSION 1: Self-Select (8:00 am – 9:30 am)

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

### SESSION 2: Self-Select (1:00 pm – 2:30 pm)

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

### SESSION 3: Self-Select (3:00 pm – 4:30 pm)

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

## Saturday, September 14

### SESSION 4: ALL TOGETHER NOW! (9:00 am – 10:00 am)

Let's See What We Can Make Happen When We Come Together as Professionals and Advocates– <a href="#">Part 1: Connecting as a Professional Field of Practice</a>	Room:	<b>402</b>
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### SESSION 5: Self-Select (10:20 am – 12:20 pm)

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

### SESSION 6: ALL TOGETHER NOW! (12:40 pm – 1:30 pm)

Let's See What We Can Make Happen When We Come Together as Professionals and Advocates– <a href="#">Part 2: Leading for Equity</a>	Room:	<b>402</b>
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## Notes:

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# Conscious Discipline®

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

**To learn more about Conscious Discipline, go to:**  
**[consciousdiscipline.com](http://consciousdiscipline.com)**

## SESSION 1

**What's the Difference? An Introduction to Conscious Discipline®**

Rachel Frasier, Room 302C

**"My job is to keep you safe enough to learn and be successful at school." Power up for your Safe Keeper role!**

Jane Plum, Room 303



**Conscious Discipline is a great asset for Administrators!**

## SESSION 2

**Cute babies, Cute baby dolls...and building brains! Baby Doll Circle Time™: Let's Take a Look!**

Heidi Condrey, Room 302C

**Seeing Children with Your Heart!**

Susan Kirby, Room 303

## SESSION 3

**Sharpen Your Skills: a Conscious Discipline Practice Session**

Mandy Lloyd, Room 303

**How Teachers Can Support Mental Health in the Preschool Setting**

Emily Shields, Room 302C

## SESSION 5

**Help Me Help Myself: Using Conscious Discipline to Build a Bridge for Inclusion of All Children**

Lynn Young, Room 303

**Transforming Tattlers into Problem Solvers: Teaching Little Kids to Use Their Big Voice**

Sarah Catherine Rhodes, Room 302C

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



# Session One

Friday, September 13, 8:00 – 9:30 am

## It Started With the Bones: A Project about the Body

Room 201, Capacity: 72

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

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

Jennifer Klutz, *Appalachian State University- Lucy Brock Child Development Lab School*

Valentina Ferrara, *Appalachian State University- Lucy Brock Child Development Lab School*

Andrea Anderson, *Appalachian State University- Lucy Brock Child Development Lab School*

Follow the journey of a group of preschoolers embarked upon when questions about the human body arose. This human body project started with the bones and ended with full body drawings of the children and their representations of their body. The children investigated and discovered this information through literature, webbing, drawing, clay work, and resources from the library.

## Facilitating Children's Learning through Assessment and Planning

Room 202, Capacity: 32

Age Group: Infant Toddler through Pre-K

Target Audience: **Established**

ECU- Early Educator Support, Licensure and Professional Development (ECU-EESLPD) Leaders

Planning and Assessment are integral to improving outcomes for young children. Join us for an opportunity to look closely at why we collect data, the variety of ways we can collect data and how we use that data to drive lesson planning through applying the Cycle of Meaningful Learning to the work you do every day with children. Learn ways to be intentional in choosing activities, identify developmental needs of your children, differentiate learning and assess children's growth and development.

## Moving the Needle on Key Indicators of Child Well-Being

Room 203, Capacity: 32

Age Group: Infant through Grade 3

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

Whitney Tucker, *NC Child*

This session will use county-level data cards from NC Child to introduce participants to 15 key indicators of child well-being in North Carolina. Attendees will then dive deeper on areas of policy and practice where they can best use their voices to advocate for the needs of children and families.

## Funding Effective School Age Programs

Room 204, Capacity: 32

Age Group: Adult Learners

Target Audience: **Established**

Jonathan Williams, *SWCDC*

Finding funding is one of the hardest parts of running an effective school age program. Between making payroll, purchasing materials, and pursuing special program initiatives, securing program income requires school age professionals to be resourceful and creative. Join other like-minded school age leaders in learning easy and effective ways to utilize untapped funding resources in your local community and throughout the state. School age professionals of all experience levels will leave with the tools necessary to recognize and access the funding opportunities needed to make their afterschool or summer camp program thrive.

## "My job is to keep you safe enough to learn and be successful at school." Power up for your Safe Keeper role!



Room 303, Capacity: 114

Age Group: Infant through Grade 3

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

Jane Plum, *Conscious Discipline*

Learning routines and gaining academic skills happen in classrooms where children feel safe. In a School Family, teachers keep the children safe, and directors and administrators keep teachers safe. Explore the job description for a Safe Keeper and gain skills necessary to be an effective Safe Keeper. Discover how the Conscious Discipline Powers of Perception, Attention, Unity, and Acceptance can power you in your Safe Keeper role.

## Self-Regulation: Birth – 99

Room 304, Capacity: 159

Age Group: Infant through Grade 3

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

Bethany Schaefer, *Iredell County Partnership for Young Children*

Christina Bassler, *Charlotte Bilingual Preschool*

Early childhood educators recognize the importance of helping children build strong social-emotional foundations which will encourage healthy and effective self-regulation skills throughout their life. This training offers early childhood professionals an opportunity to reflect on how their own relationships, internal beliefs, initiative, and self-control support their self-regulation and explore ways on how to best support young children navigate the ups and downs of life.

## Farm to Table in Early Childhood Centers

Room 307, Capacity: 40

Age Group: Infant Toddler through Pre-K

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

Shironda Brown, *North Carolina State University*

Farm to Childcare enhances the health and education of young children by developing systems and experiential learning that connect children and their families with local food and farms. It includes any type of childcare that incorporates local foods through: meals and snacks, taste tests, lessons, farmer visits, cooking, growing food, and/or community and parent involvement.

## I've Tied a Knot, Now What?

Room 301A, Capacity: 140

Age Group: Adult Learners

Target Audience: **Emerging**

Kim Mitcham, *Iredell County Partnership for Young Children*

Are you a center director or program administrator that feels like you have reached the end of your rope? Are you ready to change how you feel at the end of the day? This interactive session will offer you tips, tools and techniques for managing your time. You will learn to recognize time wasters, build in time during the day to plan ahead, and discover five strategies that will make you more effective and efficient in managing your time.

### Inspiring Professionalism and Advocacy Through Collaboration

Room 302A, Capacity: 140

Age Group: Adult Learners

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

*Dionne Sills Busio, Appalachian State University*  
*Josie Evans, Appalachian State University*  
*Olivia Boudwin, Appalachian State University*  
*Sara Vess, Appalachian State University*

This session is an exciting opportunity for professionals across the continuum to connect and reflect on how to use collaboration to promote professionalism and advocacy in early educators. We will discuss how collaborative practices promote growth in the professionalism of preservice early educators and their capacity to advocate for families and children. Presenters will share examples illustrating how combining educator interests, promoting parity, shared resources, and establishing mutual goals contributed to the; (a) development of a resource website for families, (b) implementation of a Day of Play event, and (c) creation of a preservice early educator leadership group.

### Zero to Three The Growing Brain: Everyday Play

Room 302B, Capacity: 140

Age Group: Infant Toddler

Target Audience: **Emerging**

*Julie Clinkscale, Child Care Service Association*

Everyday Play focuses on the stages and types of play that unfold in early childhood, the role of the brain in this process, and how to maximize children's learning through play. In this session, you will learn about the development of play; the differences between free and guided play; and core skills children develop through play and how to promote these skills.

### What's the Difference?

#### An Introduction to Conscious Discipline®

Room 302C, Capacity: 140

Age Group: Infant through Grade 3

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

*Rachel Frasier, Loving Guidance/Conscious Discipline*

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.



### Exploring Literacy and Mathematics Through Picturebooks

Room 305A, Capacity: 128

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

Target Audience: **Emerging**

*Frederique Yova, North Carolina State University*  
*Ashley Atkinson, North Carolina State University*

Literacy and mathematics development are crucial for early childhood educators and this session will demonstrate strategies to easily incorporate both into your daily routine. Early Childhood educators will be engaged in dynamic small group activities with quality children's literature to raise high quality questions that support both the children's literacy and mathematics development.

### Building a Team by Exploring Five Dysfunctions

Room 305B, Capacity: 128

Age Group: Adult Learners

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

*Cara McKeown, Smart Start of Forsyth County, Inc.*

Successful teamwork is not about mastering subtle, sophisticated theories, but rather about combining common sense with uncommon levels of discipline and persistence. Ironically, teams succeed because they are exceedingly human. By acknowledging the imperfections of their humanity, members of functional teams overcome the natural tendencies that make teamwork so elusive. We will discuss the 1) The Absence of Trust 2) Fear of Conflict 3) Lack of Commitment 4) Avoidance of Accountability 5) Inattention to Results, and how to identify and solve for all 5 areas. This workshop will be a mix of lecture, games, and exercises.

### Advocacy: Documenting Children's Learning

Room 306A, Capacity: 140

Age Group: Infant through Grade 3

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

*Michelle Gray, Pender County Schools*

*Gina Troball, Carteret County Schools*



Documentation of children's work communicates to others about the learning that is taking place in a classroom. This session will highlight the importance of using documentation to advocate for developmentally appropriate practice in early childhood settings. Specifically, thinking about the alignment between state standards and learning activities along with being able to articulate the connection to viewers. When documentation is done with intentionality, there are numerous benefits. Come see how to intentionally use documentation to advocate for best practices in early childhood settings!

### Behind the Behavior: Uncovering the Function of Challenging Behavior

Room 306B, Capacity: 140

Age Group: Preschool through Grade 3

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

*Julianna Miller, Smart Start of Forsyth County*

Through the lens of Maslow's Hierarchy of Needs, participants will increase their knowledge of the functions of behavior. Participants will work in small and whole-groups to discuss case-study examples of challenging behaviors and discuss how behaviors are attempts to communicate needs. Participants will walk away from this session feeling more confident in their ability to successfully address challenging behaviors in their own classrooms.

### Creating Student Success through Cultural Relevance

Room 306C, Capacity: 140

Age Group: Infant Toddler through Pre-K

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

*Shalice Bullock, East Coast Migrant Head Start Program*

Help students succeed through providing a classroom that is culturally relevant while bridging the gap with families that create an environment of trust and respect.

**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.

**Educators As Every Day C.O.A.C.H.E.S.**

Room 402, Capacity: 217

Age Group: Adult Learners

Target Audience: **Emerging**, **Established**, **Experienced***Dr. Kimberly Johnson*

Educators have you ever felt like throwing in the towel and saying, "That's it – I'm done"? Well, Children's Author and Motivational Speaker, Dr. Kimberly P. Johnson will take that thought right out of your mind!! She will have you on your feet and celebrating your profession. It starts with knowing that you are more than change agents, you are also coaches who must share productive plans and strengthen each other. By understanding the various students and families that you work with you can begin to revamp the critical aspects of what it takes to lead others. In addition, Dr. Kimberly will share techniques on how to create interesting settings and bright language. Cognitive and emotional perspectives can also help children learn to express themselves more effectively. YES.... it is a lot of work, but by using active listening, creative ideas and a degree of motivation, you can put into place a team that can build more effective and trusting environments. YOU are the coach who can change lives.

**Dr. Kimberly Johnson**

Visit [www.simplycreativeworks.com](http://www.simplycreativeworks.com) to find an abundance of great information about literacy and information about the works of acclaimed author and storyteller Dr. Kimberly P. Johnson!

**Vivian Paley's Storytelling Story Acting: Growing Preschool Narrative Skills and Classroom Community**

Room 307B, Capacity: 35

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

Target Audience: **Emerging**, **Established**, **Experienced***Pat Tuttle, Retired Education Faculty from Warren Wilson College**LeeAnn Wright, Asheville City Schools Preschools*

Develop understanding of the role of stories with young children by participating in this researched based literacy practice grounded in the work of Vivian Paley. Learn theory and practice about what happens when a child imagines, dictates, and acts out a story with peers. Through this apparently simple practice, children experience powerful results strengthening their narrative skills, vocabulary, print awareness, and comprehension of written text. The shared story is then reflected upon by the group building a respectful and inquiring classroom community. Training, handouts, and leadership stories will give you confidence to implement this joyful work in your classrooms.

**NCAEYC dedicates this session to the legacy of VIVIAN PALEY who passed away August 1, 2019.**

**Lions & Tigers & Bears – The Wild Side of Educational Play!**

Level 2 Open Air (bottom of the escalator), Capacity: 50

Age Group: Preschool through Grade 3

Target Audience: **Emerging**, **Established**, **Experienced***Derick Wilder, Fit Lit Kids*

Get ready to move! Would you like to head out on an African safari, fly in spaceships, or chase dragons? This highly interactive workshop is all about learning through doing, as you'll participate in a series of games and activities that demonstrate ways we can tap into children's most powerful tool – their imagination. Children learn through play, and we'll focus on creating a positive, nurturing environment that encourages ALL children to join in the fun. But watch out for those pesky dragons!

**Building Tolerance & Global Awareness with 'Let's Go Luna!'**

Room 301B, Capacity: 140

Age Group: Infant through Grade 3

Target Audience: **Emerging**, **Established**, **Experienced***Mallory Mbalia, UNC TV**Angela Wilson, UNC TV*

Come go all around the world with us and Luna! We will explore ways to embed global awareness in the class regularly. We will discuss ways for children to make global connections and develop tolerance with age appropriate tools. Participants will walk away with ideas and resources they can implement in their classrooms right away hear stories, play through situations, and learn how to make crafts from cultures near and far! "Let's Go Luna, Let's Go!" Aligned to NC early learning and DPI standards.

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



# Session Two

Friday, September 13, 1:00 – 2:30 pm

## What's happening! It's time to reduce or eliminate the suspension/expulsion of African American preschool age children

Room 201, Capacity: 72

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

Target Audience: **Established**

*Brenda Williamson, DCDEE*

*Kenneth Robinson, Chapel Hill Training Outreach Program*

According to the US Department of Education Office for Civil Rights (2014) data showed that African American boys made up 18% of preschool enrollment, but 48% of preschoolers were suspended. This training session will provide an overview of federal and state policies on suspension and expulsion among preschoolers. Based on the above data, the training will provide strategies in lessening the numbers of suspension and expulsion of African American and Latino preschool children.

## Critical thinking skills – Moving beyond open-ended questions

Room 202, Capacity: 32

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

Target Audience: **Emerging**

*ECU- Early Educator Support, Licensure and Professional Development (ECU-EESLPD) Leaders*

Critical thinking is an important life skill for preschoolers. We will explore how you can move beyond rote questions to expand children's thinking and learning. Step up your questioning techniques and learn how to use the classroom environment to promote higher-level thinking in your students using Bloom's Taxonomy, as a framework.

## NC Early Educators' Community of Practice: A model for ECE professionalization

Room 203, Capacity: 32

Age Group: Adult Learners

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

*Shawna Daniels, Durham Tech Community College*

*Leslie Ball, ECU - EESLPD*

Communities of Practice are a model for professional development because they include social interactions by individuals who share an interest or professional need. Over the last 6 years, the NC Early Educators' Community of Practice (once the Wake Early Educators' Community of Practice) has provided consistent, participant-focused opportunities for educators to grow their own practice. Through this session, we will provide some history on our CoP as well as offer hands-on experiences, group discussions, teacher shares, and problem solving opportunities similar to what our participants experience monthly.

## Seeing Children With Your Heart!

Room 303, Capacity: 114

Age Group: Infant through Grade 3

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

*Susan Kirby, Building Bridges With Conscious Discipline, LLC*

"Children need to be seen differently, so they can feel differently only then can they behave differently". Come learn about the Power of Love and the Skill of Positive Intent, Conscious Discipline game changers! We have a choice as to how we see children's misbehaviors and we have an opportunity to open a world of positive possibilities when we see them in that positive light!



## The Capabilities and Competencies of Infants

Room 204, Capacity: 32

Age Group: Infant Toddler

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

*Cassandra Steffen, Appalachian State University-*

*Lucy Brock Child Development Lab School*

*Jessica Yates, Appalachian State University-*

*Lucy Brock Child Development Lab School*

This session is an opportunity to challenge your idea of infant curriculum and development as we dive deep into reflecting on the image of the child as it pertains to infants. We will explore together what it truly means and looks like if we view infants as capable and competent beings. How can we adjust our minds to approach infant curriculum and interactions with a core understanding of respect, value, and trust in infants as capable people? What can we learn from observing their competencies and presenting infants with problems to solve and opportunities to research? We challenge you to re-imagine your image of infancy. Examples of infant curriculum and project work regarding infants as capable, competent problem solvers from the Lucy Brock Child Development Lab, a Reggio-inspired program from Appalachian State University will be referenced and shared.

## The Real Conversation Around Racial Equity and Implicit Bias

Room 304, Capacity: 159

Age Group: Adult Learners

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

*Dr. Harriett Bailey, UNCG*

*Lisa Pullis, Iredell County Partnership for Young Children*

*Rhodus Riggins, Jr. M.Ed., EQuIPD, UNC Greensboro*

By 2050, 62% of the nation's children will be Hispanic and children of color (Banerjee & Luckner, 2014). It is time to enter spaces and conversations that may be uncomfortable and challenging-yet empowering if we are committed to doing the right thing for children and families (Sykes, 2014). Disparities and inequities for diverse children and families have persisted long enough. The need for action, real, and honest conversations about racial inequities and the impact of our will on children and families is at and in our hands. Eight essential leadership qualities, racial equity, and implicit bias will be critically examined.

Aligns with this NCAEYC session outcome: Research, practices, resources and strategies that promote and support including CULTURAL COMPETENCE and approaches to DIVERSITY, INCLUSION, AND EQUITY in early childhood education.



**Dr. Harriett Bailey**



**Lisa Pullis**



**Rhodus Riggins, Jr.**

We encourage you to attend the companion session being held in SESSION 3– **Be Bold, Be Brave: Going Beyond Multicultural Education**

### Recruiting and Hiring: Infant and Toddler Child Care Staff

Room 307, Capacity: 40

Age Group: Infant Toddler

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

*Cassia Simms, Child Care Services Association*

Recruiting and hiring infant and toddler staff can be a challenge! This training will provide expert information on recruiting and hiring child care staff with a focus on the needs of infants and toddler staffing. You will have the opportunity to learn creative methods in order to attract teachers that are the best fit for your organization. You will also learn best practices for the interview and hiring process. We want to help you take the stress out of the hiring process!

### Playing Well in the Sandbox:

#### The art of successful collaboration across professional development organizations

Room 301A, Capacity: 140

Age Group: Adult Learners

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

*Victoria Vample, Guilford Child Development*

*Joy Scott, Center for Youth, Family, and Community Partnerships / UNCG*

*Nicole McCaskill, UNC Greensboro*

In our field, funding, time, and staffing are often limited. To maximize efforts, Guilford county pooled resources across several quality enhancement technical assistance organizations through the help of an Early Head Start-Child Care Partnership grant. The outcome of this collaborative effort created targeted professional development designed to meet the needs of the early learning community at-large while targeting specific affinity groups such as infant-toddler teachers, administrators, and family child care home providers. This session shares how the organizations began the process that led to a stronger sense of unity and partnership as well as increased access to high quality training opportunities.

### Becoming an Advocate: Your Job and the Future

Room 301B, Capacity: 140

Age Group: Adult Learners

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

*Eileen Yantz, Gaston College*

According to NAEYC, "The earliest years of a child's life are a crucial time for learning-and right now is a crucial time for us to advocate for the future of our children, families, and economy." You will learn how to be an advocate, "to raise a powerful, collective voice..." to help change our nation's policies regarding early childhood education, investing in high-quality early learning, and investing in educators that are "skilled, supported, and compensated for the complex and demanding jobs they perform (NAEYC.org)." Through small group activities, you will become familiar with resources that are available to assist in your advocacy efforts.

**NCAEYC uniquely connects educators, administrators, and leaders across systems and across an important Birth – 8 age spectrum.**



### Reading Giraffe – Where Books Run Wild!

Room 302A, Capacity: 140

Age Group: Preschool through Grade 3

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

*Derick Wilder, Fit Lit Kids*

Reading is a key that opens the door to a lifetime of learning by tapping into a child's imagination! In this interactive workshop, we'll dive into picture books and share some secrets for making them fun, active adventures in learning. In addition to tips for engaging read-alouds, we'll jump into activities and role-playing games built around our books' storylines and characters.

### Professionalism in the Workplace

Room 302B, Capacity: 140

Age Group: Adult Learners

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

*Sharon Young*

There are times when we just don't feel up to it. Life has a way of frustrating us with issues, circumstances, heartbreak, and stress. Although these situations occur, we are required to leave everything at the door when we step foot into our workplace. This session addresses gossip, conversations, attitudes, appearance and a whole lot more to assist you with presenting yourself as a professional.

### Cute babies, Cute baby dolls...and building brains! Baby Doll Circle Time™: Let's Take a Look!



Room 302C, Capacity: 140

Age Group: Infant Toddler through Pre-K

Target Audience: **Emerging**

*Heidi Condrey, Parent Child Development Corporation*

In this Conscious Discipline workshop, explore Baby Doll Circle Time and how it relates to brain development. Discover how the three components required for optimal brain development are integrated into the process of Baby Doll Circle Time. And finally, have fun exploring and practicing the 5 steps of Baby Doll Circle Time!

### Levels of Leadership: How to Lead in Your Classroom, School, and Community

Room 305A, Capacity: 128

Age Group: Adult Learners

Target Audience: **Emerging**

*Amy Latta, Childcare Network #78*

Leadership is Teaching Standard I, but what does it really mean for you? Come learn how "just a teacher" can be a leader by finding your own leadership style and using it to make an impact.

### Play Counts: Early Childhood Math

Room 305B, Capacity: 128

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

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

*Robin Mangum, Marbles Kids Museum*

*Ashley Peay-Bettini, Marbles Kids Museum*

What does Math play mean? How can teachers and parents make math fun while fostering a love for math and a foundation for math success in a school setting? Come play with us and learn how to bring math into hands-on play.



**Advocacy: The Reflective Teacher**

Room 306A, Capacity: 140

Age Group: Preschool through Grade 3

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

Amy Blessing, Pender County Schools-

Malpass Corner Elementary

Katie Hawley, East Carolina University



Advocating for developmentally appropriate practices begins with the teacher. This session will highlight strategies teachers can take to improve advocacy skills both in and outside of the classroom. Join us as we strengthen our skills together!

**STEM, STEAM and 21st Century Block Play**

Room 306B, Capacity: 140

Age Group: Preschool through Grade 3

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

Jeff Whittaker, Panelcraft

A properly designed block center provides key a platform for: social and physical development, STEM, STEAM, and creative expression. Learn how recent innovations are changing the way we think about block play in the 21st century preschool classroom.

**A Child's Place on the Planet: Environmental Education for Young Learners**

Room 306C, Capacity: 140

Age Group: School Age (K-Grade 3)

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

Irene Aiken, University of North Carolina at Pembroke

Effective environmental education in the primary grades can do more than connect students to the natural world; it can also create inspiring lessons in the core subject areas. In this hands-on session, engage in games, role-playing and cooperative group activities that build academic skills (in literacy, numeracy, geography and science), and broaden ecological awareness and global citizenship. Receive lesson plans matched to state standards.

**Sensory Experiences to Engage Young Children**

Room 307B, Capacity: 35

Age Group: Infant Toddler through Pre-K

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

Andrea DePhillips, Teaching Together, LLC

Be prepared to get your hands messy! In order to better understand the impact of rich, interesting sensory experiences, we need to dive in ourselves. Participants will first review what DAP looks like in early childhood, then engage in a variety of hands-on experiences in order to see, smell, hear and feel the power of sensory-based learning. Brain research shows that when our senses are engaged we create more meaningful, lasting ideas, and sensory play is a developmentally appropriate means of making curriculum content come alive for children. Come play and get some new ideas for your classroom!

**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.

# NCAEYC celebrates Legacy Leader DR. BOBBIE ROWLAND

**Dr. Bobbie Rowland**

Professor Emerita UNC Charlotte  
and Past President of the  
NCAEYC Board of Directors

Join Dr. Rowland and her colleagues from UNCC for this very special session reflecting on our roles in the lives of children.

**Who are the Children?**

Room 402, Capacity: 217

Age Group: Infant-Grade 3

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

Dr. Bobbie Rowland, Professor Emerita UNC Charlotte

Amanda Vestal, UNC Charlotte

Dr. Heather Taylor, UNC Charlotte

Dr. Richard Lambert, UNC Charlotte

For today, leave your curriculum on the shelf, push the performance standards out of your mind, resign from all the requirements and simply allow yourself to reconnect with what makes your heart sing, young children and families. It is time we take a step back to the basics, and regain our ability to acknowledge, appreciate and value the impetus of our field; the growth, learning, and development of all young children. What are our narratives? Our truths? Our perspectives? Who are the children?

**Get Your Motor Running! Fun Physical Activities for Toddlers & Preschoolers**

Level 2 Open Air

(bottom of the escalator)

Capacity: 50

Age Group: Infant Toddler through Pre-K

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

Sharron Krull, Play Power/Discount School Supply

Join in cooperative group games and use simple equipment to promote motor skill development and increase moderate to vigorous physical activity. Learn how to make inexpensive props for inside and outdoor play. Discover how to integrate movement and physical activity across the curriculum while supporting literacy, math, science, and children's social emotional development. Active play counters obesity while enhancing brain function and learning!

# Session Three

Friday, September 13, 3:00 – 4:30 pm

## Making Them Visible: Recognizing, Supporting, and Advocating for Children of Incarcerated and Returning Parents

Room 201, Capacity: 72

Age Group: School Age (K-Grade 3)

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

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

An estimated 2.7 million children in the US have at least one incarcerated parent (28,000+ in NC). This workshop will focus on what we know/do not know about these children, parental incarceration impacts, and how to offer support. Participants will be provided handouts, Sesame Street materials, book lists, and PowerPoint.

## Rigor– is it really what you think it is?

Room 202, Capacity: 32

Age Group: Infant Toddler through Pre-K

Target Audience: **Emerging**

ECU- Early Educator Support, Licensure and Professional Development (ECU-EESLPD) Leaders

What does it mean when someone says, “include strategies to make learning rigorous and relevant?” What does that look like in an early childhood classroom? We have answers, come explore rigor and its relevance to early learning. Including how to plan for it across the curriculum, challenge children and keep it developmentally appropriate.

## Turning Places Kids Go into Places Kids Grow

Room 203, Capacity: 32

Age Group: Infant-Grade 3

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

Melissa Forde, *The Kaleidoscope Project*  
Jennifer Tisdale, *Passage Home*

The Kaleidoscope Project is a community initiative that generates attention to and action around the important role healthy places play in the social and emotional development of children. We work collaboratively to enhance places so that our children grow up nurtured by positive, supportive environments that foster strong relationships. Join us and learn about research based best practices, practical tools and diverse resources to help everyone who loves and works with children and their families to create environments that build children's mental well-being. You will learn about Kaleidoscope's Showcase Sites in Wake County which are renovated spaces serving vulnerable children. You will also learn about how stronger relationships in these sites help build children's mental health.

## Sharpen Your Skills: a Conscious Discipline Practice Session

Room 303, Capacity: 114

Age Group: Infant-Grade 3

Target Audience: **Established**

Mandy Lloyd, *Conscious Discipline*

This interactive session is for teachers who want a chance to play with the information they've learned in other Conscious Discipline trainings. Join a team of Conscious Discipline Certified Instructors to role-play and practice integrating the Powers and Skills into your everyday classroom experience. Games will include “What State Is it?” (Brain State Model), “Ready, Set, A.C.T.!” (teaching social skills) “What Would You Do?” (integrating the Powers and Skills), and “Know Your D.N.A.” (offering empathy). Come prepared to jump in and play!



## Using Discourse to Facilitate Student-Centered Mathematics

Room 204, Capacity: 32

Age Group: School Age (K-Grade 3)

Target Audience: **Emerging**

Heather West, *North Carolina State University*  
Amanda Kates, *North Carolina State University*

What is the difference between planning a lesson and planning to facilitate a lesson? In this collaborative session, find out how to incorporate meaningful discourse into your early childhood mathematics instruction! Participants will learn about the importance of selecting engaging mathematical tasks and how questioning practices can be used to support students' conceptual understanding of mathematics. Participants will learn what to consider when purposefully planning for discourse and several strategies to cultivate rich mathematical conversations. Participants will explore different student-centered mathematical tasks to discuss, develop, and reflect on questions that support young children's mathematical thinking.

## Be Bold, Be Brave: Going Beyond Multicultural Education

Room 304, Capacity: 159

Age Group: Preschool through Grade 3

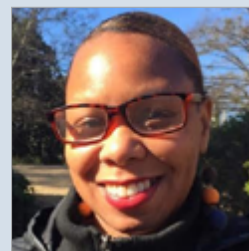
Target Audience: **Emerging, Established, Experienced**

Dr. Jen Neitzel, *Educational Equity Institute*  
Ebonyse Mead, *Educational Equity Institute*

The purpose of this session is to help early childhood professionals understand the systematic barriers based on race that impact young children's educational experiences as well as their long-term outcomes. Research has shown that implicit racial biases play a critical role in perpetuating racial inequities such as the disproportionality in disciplinary practices, the quality of learning experiences provided, and how teachers form relationships with young children. Helping early childhood professionals understand implicit bias and its role in early learning environments is paramount. This session is also designed to assist ECE professionals in adopting an equity pedagogy by increasing their knowledge of culturally responsive instruction and anti-bias education to work towards promoting racial equity. Opportunities for honest dialogue about the structural and institutional impact of race and racism in education, particularly on child outcomes will be provided. This racial equity centered session will provide early childhood professionals with the tools to be reflective about the impact of racism on children's learning and development and how to integrate culturally responsive anti-bias teaching strategies into their educational practices, including instruction, curriculum, and assessment.



Dr. Jen Neitzel



Ebonyse Mead

We encourage you to attend the companion session being held in SESSION 2– **The Real Conversation Around Racial Equity and Implicit Bias**

**Trash to Treasure**

Room 307, Capacity: 40

Age Group: Infant Toddler through Pre-K

Target Audience: **Emerging***Jennifer Rannow, Precious Lambs ELC**Terri Baier, Precious Lambs ELC*

Have you ever saved an item thinking there must be a use for it in your classroom? Then this workshop is for you! Come and see ideas of ways to use recyclable and inexpensive items across the curriculum and make your own tools to take back with you to use in your toddler or preschool classroom. Children with special needs can benefit from familiar household items that can be used to help them navigate their world. Learn how to engage parents in building these items, building relationships and connecting people. Be ready to share your own ideas for taking trash and making it a treasure!

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

Room 301A, Capacity: 140

Age Group: Infant Toddler

Target Audience: **Emerging, Established, Experienced***Robin Warfield, Child Care Services Association,**Anchor Infant Toddler Specialist**Amanda Hazen, Child Care Services Association*

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 lifetime love of language and learning.

**THE GRAND SLAM: Infusing Science, Literacy, Art & Math through creative hands-on activities**

Room 301B, Capacity: 140

Age Group: Preschool through Grade 3

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

All subject areas can be taught through art! Bring your classroom to life with creative ideas that incorporate the critical components of Science, Literacy, Art and Math. These hands-on projects are simple, yet effective in promoting fun and learning.

**The Chair Project, Implementation of Project Based Learning**

Room 302A, Capacity: 140

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

Target Audience: **Emerging, Established, Experienced***Gloria Jackson, Triad Child Development Center**Martha Berry & Sandra Neeley, EESLPD Office at UNC**Charlotte Center for Educational Measurement and Evaluation (Berry) & Triad Child Development Center (Neeley)*

Project based learning is a lot easier than you think. Come sit with us and take a look in a real classroom that implemented a chair project. Learn how to take your ideas and turn them into plans for a successful project full of learning opportunities. This workshop will offer an overview of Project Learning and guide you through the process of developing and implementing projects in the classroom.

**Teaching Other People's Children**

Room 302B, Capacity: 140

Age Group: Infant Toddler through Pre-K

Target Audience: **Emerging, Established, Experienced***Robin Reilly, Gaston College**Erin Brassell, Gaston College*

In this session we will explore differences and confront stereotypes through interactive discussion and activities. We will cover best practices related to diversity according to professional resources including NAEYC, Environmental Rating Scales, B-K standards, NC Foundations and more. Participants will leave with concrete strategies to imbed into their daily curriculum in order to create a culturally sensitive environment for all children and families.

**How Teachers Can Support Mental Health in the Preschool Setting**

Room 302C, Capacity: 140

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

Target Audience: **Emerging, Established, Experienced***Emily Shields, Connection Builders*

Mental health problems affect about 1 in 10 young children and are often a direct response to what is happening in their lives. However, 70% of and young children who experience a mental health problem do not receive appropriate interventions at a sufficiently early age. Play is valuable in that it allows the child to discharge energy, display feelings in socially acceptable ways, learn to get along with others, achieve difficult goals, relieve frustrations, and prepare for the duties of life (Landreth, 2002a). In this Conscious Discipline workshop, you can explore all the opportunities to reach these challenging children within the context of their play. Learn how we can respond to keep all children safe and to effectively teach children missing skills.

**Gardening: A Caregiving Exploration with Toddlers**

Room 305A, Capacity: 128

Age Group: Infant Toddler

Target Audience: **Emerging, Established, Experienced***Tanairi Tirado, Lucy Brock Child Development Lab School**Appalachian State University**Julie Rominger, Lucy Brock Child Development Lab School**Appalachian State University**Kerstin Groover, Lucy Brock Child Development Lab School Appalachian State University*

This session will challenge you to think about gardening with toddlers through the lens of caregiving. Using a project conducted alongside the toddlers at the Lucy Brock Child Development Lab School at Appalachian State University we will learn how to break the barriers of gardening with young children with the goal of focusing on what toddlers can learn from participating in caring for a living organism. We will discuss how we create natural and planned opportunities for toddlers to interact with plants and learn from these interactions, as well as explore the most effective plants to introduce to toddlers for initial understanding and investigation of gardening and growth. Finally, we will touch on the important developmental standards and opportunities available to toddlers when presented and trusted with the opportunity to care for a living thing.





**Creating a Culture of Excellence**

Room 305B, Capacity: 128

Age Group: Adult Learners

Target Audience: **Emerging, Established, Experienced***Melanie Anderson, Independent Consultant**Karen Jones, Stanly Community College*

Participants will...

1. Contribute ways to create a culture of excellence within their center
2. Review and respond to scenarios that promote effective and ineffective communication
3. Identify barriers (breakdowns) to effective communication and learn ways to overcome those barriers
4. Assess their personal communication style and identify personal triggers to improve communication
5. Learn ways in which to more effectively engage in the workplace
6. Reflect on the session and identify steps they will begin to implement

**Advocating for Best Practices in Preschool and Kindergarten**

Room 306A, Capacity: 140

Age Group: Preschool through Grade 3

Target Audience: **Emerging, Established, Experienced***Susan Choplin, WSFCS, Walkertown Elementary**Lisa Bruggeman, ACS, Asheville Primary**Lisa Kitrell, Title I and Professional Development Carteret County Schools*

Early childhood educators and advocates often find themselves challenged to speak up for our most vulnerable citizens. Attendees will discuss powerful ways to advocate for high quality environments and instruction for young learners. We must have the knowledge and confidence to articulate best practices and policies that put young children first.

**Collaborate, Communicate, and Create!**

Room 306B, Capacity: 140

Age Group: Preschool through Grade 3

Target Audience: **Emerging, Established, Experienced***Katie Hawley, East Carolina University**Ashley Norris, East Carolina University*

When students are engaged in meaningful, authentic experiences...they LEARN! But when do we have time for projects with everything we have to teach? Join us as we discover a new way of thinking about project-based learning in pre-k, kindergarten, and first grade. We will show fun, exciting examples from real-life NC classrooms where students are conducting research, thinking critically, working collaboratively, AND learning to read all at the same time. Then we will give you some helpful tips and planning tools so that you can implement this approach in your own classroom. Stop wondering where to begin and start inspiring students with inquiry projects!

**Leadership That Gets Results: Making a Difference Through Facilitative Leadership**

Room 306C, Capacity: 140

Age Group: Adult Learners

Target Audience: **Established***Jodi Whiteman, Public Consulting Group**Safiyah Jackson, North Carolina Partnership for Children*

Leaders can motivate a group in achieving its goals through their ability to influence, inform, inspire, and communicate effectively. Facilitating deep collaboration along the way allows for a people-centered approach that fosters shared ownership in the solutions and the results. Join the conversation on what reflective and facilitative leadership looks like in practice. Discuss and practice strategies for creating organizational systems and a culture that facilitate positive results through reflective processes.

**Creative Movement for the Mind & Body**

Room 307B, Capacity: 35

Age Group: Preschool (3-5 yr. olds Pre-K)

Target Audience: **Emerging, Established, Experienced***Kim Black, Burlington Dance Center/The Burlington School/Miss Kim Productions*

Creative Movement combines music and movement while working on gross motor skills, encouraging imagination, and creating positive energy. Miss Kim will share her skits, songs, and presentations in an energy filled way that brings laughter and tears. Participants will understand the meaning and importance of vestibular, proprioception, and crossing the midline. Learn how to use props that enhance the creative movement experience. Miss Kim will end her presentation demonstrating children's YOGA practice through storytelling! Preschool teachers will immediately be able to use the material with their students. Miss Kim will give them a sample 20 minute creative movement class complete with music and skits. Miss Kim will explain why each movement is important as well as any modifications that need to be made for children with special needs.

**Screening and Discussion of the Acclaimed Documentary, *Resilience: The Biology of Stress & the Science of Hope***

Room 402, Capacity: 217

Age Group: Across Ages

Target Audience: Adults

*Ennis C. Baker, MSW, LCSW*

This screening and discussion are specially designed to focus on supporting early childhood professionals in building resilience in themselves and the children and families they serve. "The child may not remember, but the body remembers." Researchers have recently discovered a dangerous biological syndrome caused by abuse and neglect during childhood. As the new documentary *Resilience* reveals, toxic stress can trigger hormones that wreak havoc on the brains and bodies of children, putting them at a greater risk for disease, homelessness, prison time, and early death. While the broader impacts of poverty worsen the risk, no segment of society is immune. *Resilience*, however, also chronicles the dawn of a movement that is determined to fight back. Trailblazers in pediatrics, education, and social welfare are using cutting-edge science and field-tested therapies to protect children from the insidious effects of toxic stress—and the dark legacy of a childhood that no child would choose.

**Ennis C. Baker,  
MSW, LCSW**

ITTI Project Director

Center for Child &  
Family Policy

Duke University



**ncaeyc**

North Carolina Association for  
the Education of Young Children

# Developmentally Appropriate Practice for Adults - "DAPA"

**NCAEYC's DAPA** is our framework for designing and implementing high quality, impactful, enriching professional development experiences for early childhood professionals. We strive for our programs and services to be connected, intentional, engaging, inspiring and cumulative within a strong and thriving professional network. DAPA is intended to improve practice and increase professionalism through strong networks of committed early education professionals working with or on behalf of young children Birth through age 8 and their families.

In addition to "leveled" professional development experiences, **DAPA** includes **ALL TOGETHER NOW!** resources and opportunities that connect diverse professionals to strengthen networks, be advocates in action, foster peer and mentor relationships and help bring various perspectives together to help connect and move our field forward.

**NCAEYC strengthens connections between people, practice and policy across Birth through 8 spectrum.** We are committed to promoting shared theory, developmentally appropriate practice, research and evidence-informed approaches, code of ethical conduct, professionalism, wellness and well-being.

## **NCAEYC DAPA Professional Development Programs are designed to meet the needs of adult learners at three stages in their professional career.**

Individuals self-select to engage in webinars, communities of practice, trainings and annual conference sessions that are designed with the unique needs of adult learners that are:

**EMERGING** – for those in the early years of their career; may be in school, a recent graduate, or just starting in the field; primary needs and interests of Emerging Professionals focus on ensuring deep capacity to implement developmentally appropriate practice with young children; grow as a professional through learning about and applying the NAEYC Code of Ethical Conduct; wellness and well-being resources for themselves and young children.

**ESTABLISHED** – for those that have been in the field for a number of years and have built a solid foundation of skills and knowledge; Established Professionals are ready to deeply reflect upon and continually improve their practice and professionalism so they can be even more impactful in their roles; may be seeking opportunities to contribute their expanding knowledge to others and grow as a leader committed to high ethical standards of professionalism and practice.

**EXPERIENCED** – for those who have served in the field for a significant number of years and have gained depth and range of knowledge and who consistently exhibit skillful approaches to a wide variety of roles and opportunities in the field. Experience Professionals are often interested in and inspired by opportunities to support and mentor others and by providing training or professional development in a variety of settings. They are ready to reflect deeply both professionally and pedagogically. They consider and embrace an array of important concepts and principles essential to ensuring our work in the field is meaningful and impactful.



## Session Four

Saturday, September 14, 9:00 – 10:00 am **Room 402**

# We are excited to launch an innovative new framework for your conference experience on Saturday!

NCAEYC's DAPA framework includes **ALL TOGETHER NOW!** Conference Sessions and Year-Round Engagement Opportunities which are designed to connect ALL NCAEYC members together within communities, across our state, and with our national organization leading our field. Early Childhood Professionals across experience levels, roles, and backgrounds can learn together, mentor and grow our field by uniting around:

- NAEYC Core Values and Beliefs
  - Professional Standards and Competencies as a Field of Practice
  - Professionalism guided by our field's Code of Ethical Conduct
- Networks and resources to foster resilience and well-being in ourselves and others
  - Opportunities to advocate with a unified voice on issues that matter for children, families and our field.

**NCAEYC DAPA PD Programs** are one of the primary ways that **NCAEYC** promotes our three **interrelated** priority initiatives:



**Purpose.**

DAP  
across a  
Birth – 8  
Spectrum



**Passion.**

Wellness and  
well-being of  
children and the  
adults in their lives



**Professionalism.**

Professionalism  
and  
professionalizing  
the field

**ALL TOGETHER NOW! Let's See What We Can Make Happen When We Come Together as Professionals and Advocates**

### Part 1: Connecting as a Professional Field of Practice

Age Group: Adult Learners

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

*Facilitated by NCAEYC Board, Staff, and Member Mentors*

Be a part of this engaging discussion designed to provide the most up-to-date details about important issues and initiatives in our field today. Come learn how your professional practice and well-being can be supported through new NCAEYC resources and opportunities.

## Session Five

Saturday, September 14, 10:20 am – 12:20 pm

# Creating Caring Communities of Adult Learners

In between Saturday's beginning and ending **ALL TOGETHER NOW!** sessions, Conference attendees have the unique opportunity to self-select from a very specially selected line-up of sessions on topics relevant to our work and our field by some of our state's finest leaders and trainers. The innovative 2 hour block is designed to provide engaging opportunities to build community, strengthen networks, apply concepts learned throughout Conference, and reflect on NAEYC's Core Values and Beliefs as an influence on our practice.

### On the Early Childhood Educators' Path to Creating Cultural Inclusive Developmentally Appropriate Practice Environments and Parental Involvement

Room 304, Capacity: 159

Age Group: Preschool (3-5 yr. olds Pre-K)

Target Audience: **Emerging**

*Dr. Brenda Williamson, DCDEE*

*Susan Blanton, NC PreK Teacher*

*Wanda Brown, NC PreK Teacher*

*Anjanette Harris, NC PreK Teacher*

This session will walk you through the paths of creating cultural inclusive developmentally appropriate practice environments and parental involvement from children's interest topics, assessment data collected from whole group, small group, center activities, individualization related to Creative Curriculum Teaching Strategies objectives along with NC Foundations and parental/family involvement activities. Participants will engage in hands-on step-by-step processes through visual photos using data collected that will help create the learning environment be culturally inclusive for children and their families.

### The Benefits of Outdoor Learning Environments for Infants & Toddlers

Room 305A, Capacity: 128

Age Group: Infant Toddler

Target Audience: **Emerging**

*Vanessa Gilliam, Nessa's Young'uns Natural Play Center*

*Rayelle Gilliam, Nessa's Young'uns Natural Play Center*

Let's get them babies outside! We live in a beautiful state that provides all four seasons, so why not allow infants and toddlers the experience to reap the benefits nature has to offer? Through hands-on activities and an inspiring photo filled PowerPoint presentation, participants will gain information on child development, enhancing environments, inclusion, barriers, and parent & community connections. We will also cover how natural play connects with NC Foundations, NAEYC Standards, ITERS-R, CLASS, and DAP. Participants will find connections and inspiration to transform their practice as a teacher, administrator, and parent. Attend this session to learn how easy and cost effective it is to add or transform your outdoor learning environment to include natural materials!

**Tell Me A Story: The Power of Storytelling and Story Acting with Young Children**

Room 306A, Capacity: 140

Age Group: Preschool through Grade 3

Target Audience: **Emerging, Established, Experienced***Teressa Sumrall, Appalachian State University**Rebecca Payne Jordan, Appalachian State University*

This session is an exciting opportunity for early childhood teachers to learn about storytelling and story acting in early childhood classrooms. Teachers will develop an appreciation for children's stories and learn how to make storytelling and story acting an important addition to their curriculum. Come and learn how storytelling and story acting support children's language and literacy skills, social and emotional development, and creativity!

**Bag of Tricks! Transition Tools & Tips**

Room 307B, Capacity: 35

Age Group: Preschool (3-5 yr. olds Pre-K)

Target Audience: **Emerging, Established, Experienced***Sharron Krull, Discount School Supply/Play Power*

You don't have to be a magician to create transitions that help young children move smoothly and joyfully from one activity to the next. Add to your collection of quick and amusing learning activities to facilitate transitions with children. These "in-between-activity" times are valuable teachable moments.

**We Are All Working on Something: Building Classroom Community Without Behavior Charts**

Room 302B, Capacity: 140

Age Group: Preschool through Grade 3

Target Audience: **Emerging, Established, Experienced***Marylee Sease, Early Learning Specialists, LLC**Lee Messer, Early Learning Specialists, LLC*

Come and explore powerful strategies to build classroom community and relationships without flipping cards or moving clips. Two former NC Demonstration Classroom Teachers will share authentic, tried and true methods to create an environment of respect, collaboration, risk taking, thinking and love.

**Help Me Help Myself: Using Conscious Discipline to Build a Bridge for Inclusion of All Children**

Room 303, Capacity: 114

Age Group: Preschool through Grade 3

Target Audience: **Experienced***Lynn Young, Conscious Discipline*

Are unsure how to help children with disabilities or suspected delays? Are you struggling to find strategies for some children to learn new skills? If so this course is for you! Participants will learn strategies and accommodations using Conscious Discipline skills, structures and the School Family to provide safety, routines, and connections for all children.

**Trauma Informed Practices - Helpful and Supportive for All Children**

Room 402, Capacity: 217

Age Group: Infant through Grade 3

Target Audience: **Emerging, Established, Experienced***Cheryl Wolfe, Gesell Institute of Child Development*

Trauma impacts our brain and body and, as such, our behavior. Working with children who have experienced trauma is a prevalent issue in many early care settings. Many caregivers are not prepared to deal with this appropriately, and many directors/managers are unsure how to organize structures to support children and teachers. Trauma sensitive environments understand the impact of trauma on the growing brain and its effect on behavior. Learning strategies such as building protective factors, strong relationships, social and emotional skills, and implementing whole school supports will guide all involved to improve their practices and environment.

**Lessons from Forest Schools:****Integrating Nature Into Your Core Routines**

Room 305B, Capacity: 128

Age Group: Preschool through Grade 3

Target Audience: **Emerging, Established, Experienced***Scott Morrison, Elon University**Rachel Caldeira, Elon University*

In this interactive session, participants will learn about the practices and principles of forest schools and explore what it means to have nature as a co-teacher inside and outside their classroom. Lessons and resources will be provided.

**Transforming Tattlers into Problem Solvers: Teaching Little Kids to Use Their Big Voice**

Room 302C, Capacity: 140

Age Group: Infant through Grade 3

Target Audience: **Emerging, Established, Experienced***Sarah Catherine Rhodes, Conscious Discipline*

Do you have students who constantly tattle on each other? Children who have difficulty sharing with others? Conflicts arise every 60 seconds in an early childhood classroom. Come learn specific strategies to respond to three types of tattling and teach little children to use their big voice to handle conflicts in helpful ways.

**NCAEYC's Annual Conference 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.**



## Session Six

Saturday, September 14, 12:40 pm – 1:30 pm **Room 402**

**ALL TOGETHER NOW! Let's See What We Can Make Happen When We Come Together as Professionals and Advocates**

### Part 2: Leading for Equity

Age Group: Adult Learners

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

*Dr. Harriett Bailey, UNCG*

*Lisa Pullis, Iredell County Partnership for Young Children*

*Rhodus Riggins, Jr. M.Ed., EQulPD, UNC Greensboro*

*Dr. Jen Neitzel, Educational Equity Institute*

*Ebonyse Mead, Educational Equity Institute*

This session will offer an opportunity for deeper conversations and reflections on how to have conversations about how to transform ourselves, individual programs and systems to lead with equity. Participants will have the opportunity to develop their own personal compass to support equity and change and help launch and sustain a movement in our field.

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

**Thank you for your ongoing support,  
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**NCAEYC's Annual Conference  
launches your year-long  
adventure of connected and  
purposeful professional  
development opportunities.**



# Your Year-Round Membership Experience

We strive for our programs and services to be connected, intentional, engaging, inspiring and cumulative within a strong and thriving professional network.

## SEPTEMBER

Start your school year off right with Annual Conference

## OCTOBER

Screenings of *No Small Matter and Resilience*

## NOVEMBER

Screenings of *No Small Matter and Resilience*

## DECEMBER

Webinar: Reflecting on Professionalism

## JANUARY

Webinar: Member Mentor Spotlight

## FEBRUARY

NAEYC Public Policy Forum

## MARCH

Webinar: Advocacy in Action

## APRIL

Week of the Young Child

## MAY

Webinar: Wellness Way

## JUNE

Webinar: Member Mentor Spotlight

## JULY

Webinar: Member Mentor Spotlight

## AUGUST

Webinar: Wellness Way

We gather together again **September 24 – 26, 2020** for Annual Conference



## STAY CONNECTED!

HELLO is the platform for NAEYC's Interest Forums and online communities. Members can use this space to have conversations and create connections with peers around important early learning issues. <https://hello.naeyc.org/home>



**Take a moment and tell us what you think!**

[Click here](#) or watch for an email.

## My 2019 Conference Experience



**ncaeyc**

North Carolina Association for the Education of Young Children

### Conference Evaluation

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
<b>Your Professional Development Experience</b>						
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"/>
<b>Special Events</b>						
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. Saturday Sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. OAP 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"/>
<b>Staff, Volunteers, Presenters and Sessions</b>						
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? <input type="checkbox"/> Received email <input type="checkbox"/> My employer <input type="checkbox"/> From NAEYC/NCAEYC website <input type="checkbox"/> From attending the 2018 Conference <input type="checkbox"/> Other _____						
22. Who paid your Conference registration? <input type="checkbox"/> Self <input type="checkbox"/> Employer <input type="checkbox"/> 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.) <input type="checkbox"/> Networking with other early care and education professionals <input type="checkbox"/> Requirements for contact hours <input type="checkbox"/> Learning new practices/methods to use in my position <input type="checkbox"/> Location of Conference <input type="checkbox"/> Dates of Conference						
24. Are you a member of NCAEYC? <input type="checkbox"/> Yes <input type="checkbox"/> No						
25. How likely are you to attend the 2020 NCAEYC Conference? <input type="checkbox"/> Very likely <input type="checkbox"/> Maybe <input type="checkbox"/> Not very likely						
<b>Which session title, topic, and/or presenter was most meaningful to you?</b> _____ _____ _____						

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# Vendors

For easy access between sessions, vendors are located in the **hallways of the 3<sup>rd</sup> 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 13, 8:00 am – 5:30 pm**

**Saturday, September 14, 8:00 am – Noon**

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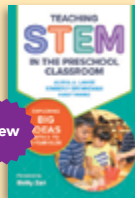
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**Start Early, Start Strong: Social-emotional health is proven to be a greater predictor of lifelong success than academics.**

Conscious Discipline recognizes that real social-emotional learning happens in relationships and everyday interactions, not in a kit. We're not a curriculum to cram into your already busy day. Instead, we use a proven methodology that teaches adults to build safe, connected classrooms and schools. In these optimal environments, children learn lifelong SEL skills like self-regulation, conflict resolution, empathy, and assertiveness in the context of daily interactions. Over the last 23 years, we've impacted more than 17 million children across 47 countries.

***Take the next step and visit our exhibit in the Main Hall, Level 3.***



**Dr. Becky Bailey**  
Founder & Chief  
Knowledge Officer

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Learning

School Culture

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