

**MICHIGAN PROFESSIONAL LEARNING INSTITUTE**

SEPTEMBER 20–21, 2018

MCCAMLY PLAZA HOTEL – BATTLE CREEK, MICHIGAN

The Michigan Professional Learning Institute (MI PLI) is an institute designed for established professionals and emergent leaders in the early childhood community including Coaches and Mentors; Early Educators; Great Start to Quality Staff; GSRP Early Childhood Contacts and Specialists; Higher Education Faculty; Professional Development Providers; Program Administrators/Directors; Quality Improvement Specialists; Resource and Referral Staff; Trainers; and anyone who supports and/or trains early education and care providers.

The MI PLI provides participants with opportunities to connect with thoughtful leaders, network with peers, and explore the latest practices, research and trends in the field. The top three reasons to attend are to 1) get inspired, 2) build your network, and 3) gain new knowledge and skills.

The general session, Thursday, September 20<sup>th</sup>, features Ana DeHoyos O'Connor, M.A., Associate Professor of Early Childhood Education, San Antonio College. In her keynote session, *Weaving Skills Needed for the 21<sup>st</sup> Century...Is It Possible?*, bias, culture and professionalism will be explored.

On Thursday, September 20<sup>th</sup> and Friday, September 21<sup>st</sup>, participants can select from a variety of workshop sessions. There are five sessions per workshop time block with two workshop time blocks on Thursday and three workshop time blocks on Friday.

If you have questions or require additional information, please contact the Michigan AEYC office at  
**(800) 336-6424 or (517) 351-4183.**

Michigan AEYC provides a forum where individuals can gather and discuss issues vital to those who work on behalf of children and families. Although Michigan AEYC encourages the exchange of diverse opinions, the ideas presented do not necessarily reflect any of Michigan AEYC's official positions. Michigan AEYC assumes no responsibility for any statement of fact or opinion presented at this institute, nor does acceptance of advertising or exhibiting imply endorsement of any products or services by Michigan AEYC.

Photographs: You may be photographed at Michigan AEYC professional development events and/or Michigan AEYC endorsed/sponsored events. Michigan AEYC may use photos, videos and/or film likenesses for Michigan AEYC promotional purposes including posting on the Michigan AEYC website, [www.MichiganAEYC.org](http://www.MichiganAEYC.org), and/or Michigan AEYC social media sites.

## 2018 MICHIGAN PROFESSIONAL LEARNING INSTITUTE INFORMATION

<b>INSTITUTE LOCATION</b>	MCCAMLY PLAZA HOTEL 50 CAPITAL AVENUE SOUTHWEST, BATTLE CREEK MI 49017 (269) 963-7050		
<b>REGISTRATION PROCEDURE</b>	ONLINE AT <a href="http://WWW.MIAEYC.ORG">WWW.MIAEYC.ORG</a> OR DIRECTLY THROUGH THE LINK <a href="#">HERE:</a> REGISTER EARLY; CAPACITY MAY BE REACHED BEFORE DEADLINE.		
<b>REGISTRATION DEADLINE</b>	SEPTEMBER 7, 2018. NO ON-SITE REGISTRATION.		
<b>INSTITUTE FEES*</b>	TWO-DAY FEE	MICHIGAN AEYC MEMBER**	\$150
		NON-MEMBER	\$185
	ONE-DAY FEE	MICHIGAN AEYC MEMBER**	\$100
		NON-MEMBER	\$135

\*The fee includes lunch on Thursday; breakfast and lunch on Friday; a resource packet; and the opportunity to earn SCECHs.

\*\*To receive the Michigan AEYC member rate, you must be a current Michigan AEYC member at the standard or premium level.

**REFUND POLICY:** A \$15.00 processing fee is charged for each refund. No refunds will be given after the registration deadline, September 7, 2018. Registration can be transferred to another person upon request.

**INSTITUTE WORKSHOP SESSION ASSIGNMENTS:** Workshop assignments will be made in order of registration receipt. Indicate your first and second choice, per session, on the registration form.

**SCECHs:** A minimum of 3 and a maximum of 9 State Continuing Education Clock Hours (SCECHs) will be available for Institute attendance, pending approval. To become eligible to receive SCECHs, compliance with all attendance and evaluation procedures are mandatory. The MI PLI SCECH procedures will be provided, in print, onsite.

**INSTITUTE IDENTIFICATION:** Attendees are required to wear their name badges to all sessions and meals. Participants may only attend the sessions they are registered for; name badges identify assigned sessions. Failure to wear your badge may exclude you from a session.

**FOOD:** The Institute fee includes lunch and an afternoon beverage break on Thursday, and breakfast and lunch on Friday. For other meals there is a restaurant in the Hotel and numerous restaurants in the surrounding area.

### **HOTEL ACCOMMODATIONS: RESERVATION DEADLINE – SEPTEMBER 7, 2018**

Reserve early, the block of rooms could fill before the deadline! Please call the Hotel directly to make your housing reservation, 888-622-2659. Identify yourself as attending the 2018 Michigan Professional Learning Institute, September 20-21, 2018.

Rates: Standard Single or Double, \$85.00 plus applicable taxes.

## 2018 MICHIGAN PROFESSIONAL LEARNING INSTITUTE SCHEDULE

### THURSDAY, SEPTEMBER 20, 2018

8:45 AM – 9:55 AM	Institute Registration Check-in
10:00 AM – 11:30 AM	Session I Workshops
11:30 AM – 12:30 PM	Lunch (provided)
12:45 PM – 2:15 PM	Session II Workshops
2:15 PM – 2:30 PM	Beverage Break
2:30 PM – 4:15 PM	General Session
4:15 PM – 4:30 PM	SCECH Form Submission (Thursday only attendees)
4:30 PM – 6:30 PM	ACCESS Meeting

### FRIDAY, SEPTEMBER 21, 2018

7:30 AM – 8:30 AM	Institute Registration Check-in Breakfast
8:45 AM – 10:15 AM	Session III Workshops
10:15 AM – 10:45 AM	Break; Hotel Checkout
10:45 AM – 12:15 PM	Session IV Workshops
12:20 PM – 1:20 PM	Lunch (provided)
1:30 PM – 3:00 PM	Session V Workshops
3:00 PM – 3:15 PM	SCECH Form Submission

### THURSDAY, SEPTEMBER 20, 2018

#### 10:00 AM – 11:30 AM

#### SESSION I WORKSHOPS

##### 1. TRANSLATING SELF-COACHING PRACTICES FOR STAFF DEVELOPMENT

Accelerate your personal and/or professional growth by exploring the questions...1) what is self-coaching? 2) how does it work and why? and 3) how can I apply these principles to my own growth as well as develop my staff?  
*Michelle Burkhard, Grow By 1, LLC*

##### 2. PROFESSIONAL PATHWAYS: NAVIGATING TOWARD EXCELLENCE IN AN EARLY CHILDHOOD CAREER

Identify your current position on the Michigan Early Childhood Career Pathway, discover the steps to achieving your career goals, and develop a plan to achieve them. Find out how the T.E.A.C.H. Early Childhood® Michigan scholarship program can help you and your staff along the journey.  
*Dianna Erickson, Michigan AEYC*

##### 3. MICHIGAN REGISTRY: TRACK YOUR GROWTH, REACH YOUR POTENTIAL

The Michigan Registry is an online tool for individuals to track their experience, education, credentials, and training. The registry houses a statewide calendar of professional development offerings and promotes and supports personal growth along a career pathway. Learn how the registry can support you as a professional!  
*Emily Finnerud and Carlie McKinney, Michigan Registry*

##### 4. IS MICHIGAN READY FOR GSRP FOR THREE-YEAR-OLD CHILDREN?

Michigan has developed a model for GSRP for three-year-old children based on successful programs in other states and research-based best practices that are aligned with our current high quality program. A discussion of the unique elements of the proposed program and the steps necessary for Michigan's two and four year colleges and universities, in-service providers and early childhood program leaders as we prepare for program implementation.  
*Joan Firestone, Clinton County RESA and Emily Houk, Rearch2Practice Consulting*

##### 5. THE STATE OF INCLUSION IN THE STATE OF MICHIGAN

Explore the relations, research, and resources surrounding the practice of preschool inclusion. Compare how Michigan is doing the work of inclusion and what the data is telling us about our efforts in comparison to trends in other states and nationally.  
*Mark Kuipers, Clinton County RESA*

#### 11:30 AM – 12:30 PM

#### LUNCH (PROVIDED)

12:45 PM – 2:15 PM

SESSION II WORKSHOPS

6. MICHIGAN AEYC ADVOCACY COMMITTEE UPDATE

Compare state and national budget items related to early childhood education, the potential impact in our communities, and how to follow-up with elected officials. Compare, contrast and evaluate candidate statements related to early childhood education, and the candidates' likelihood of continuing to invest in the issue and what that investment might look like. Develop and write three actions to take this coming year to support early childhood education and educators. *Tammy Arakelian, Oakland Schools*

7. DEVELOPMENTAL AND BEHAVIORAL SCREENING FOR MICHIGAN'S YOUNG CHILDREN: WHERE WE ARE AND WHERE WE'D LIKE TO BE

For the first time, Michigan has developed an accurate picture of the availability of developmental screening for young children throughout Michigan, as well as the training provided regionally to support those screenings. Discuss what is currently happening, the benefits of developing a state wide, multi-disciplinary plan related to developmental and behavioral screening, and current ideas for components of that plan. *Emily Houk, Research2Practice Consulting and Joan Firestone, Early Childhood Development and Learning Consultant*

8. HOW DO YOU SPEND YOUR COACHING TIME WITH TEACHERS?

Current coaching research shows forming partnerships and direct time with teachers have the most effect on improving classroom practices and child outcomes. One third of the time needs to be directly with teachers– mentoring, reflecting, setting and reaching goals). Assess your current time with teachers and brainstorm ways for more direct time as well as planning strategies for allowing teachers to be more reflective in their practices. *Shannon Lockhart, HighScope Educational Research Foundation*

9. RAISE YOUR LEADERSHIP IDENTITY DEVELOPMENT (LID)

Influence is the beginning of true leadership. Your influence, or lack of, determines your level of effectiveness. You change lives by adding value to people, and you do that by valuing them. You will raise your LID by moving from one leadership level to the next. *Jon Watt, Certified John Maxwell Coach, Speaker and Trainer*

10. POWER TO THE PROFESSION

An in-depth discussion of NAEYC's *Power to the Profession*, cycles 3, 4 and 5, and the impact on higher education. *Erica Willard and Paula Spencer, Michigan AEYC*

2:15 PM – 2:30 PM

BEVERAGE BREAK

2:30 PM – 4:15 PM

GENERAL SESSION

2:30 PM – 2:45 PM

Welcome

*Laurie Linscott, President, Michigan Association for the Education of Young Children*

2:45 PM – 4:15 PM

Weaving Skills Needed for the 21<sup>st</sup> Century...Is it Possible?

*Ana DeHoyos O'Connor, M.A., Associate Professor of Early Childhood Education San Antonio College*

The role of the early childhood professional is continually changing. Through active engagement with shared stories, examine bias, culture, and professionalism. Think about what these mean in your context, focus on how to balance what we do in our careers, and embrace diversity in our field. Explore the significant role you have in influencing staff and families.

4:15 PM – 4:30 PM

SCECH FORM SUBMISSION  
(THURSDAY ONLY ATTENDEES)

4:30 PM – 6:30 PM

ACCESS MEETING

## FRIDAY, SEPTEMBER 21, 2018

**7:30 AM – 8:30 AM**

**BREAKFAST (PROVIDED)**

**8:45 AM – 10:15 AM**

**SESSION III WORKSHOPS**

### **11. THE CODE OF ETHICAL CONDUCT AS A LIVING DOCUMENT**

In order to best meet the needs of children, families and staff, we must intentionally and equitably advance a profession that reflects and implements the NAEYC Code of Ethical Conduct. Join me to discuss challenges and opportunities, and how the Code of Ethical Conduct can become a living document in your program.

*Ana DeHoyos O'Connor, Alamo Colleges*

### **12. USING CHILD ASSESSMENT TO INFORM PROFESSIONAL LEARNING**

Are you putting a lot of work into coaching but feel like you're not seeing improvements that match your efforts? Discuss how to intentionally use child-level data to help drive the coaching process. Learn strategies to individualize goal setting and implement a plan designed to support and increase child outcomes.

*Holly Delgado and Erica Hill, HighScope Educational Research Foundation*

### **13. TWO TOOLS AND A CLASSROOM: DISCOVERING THE COMMONALITIES ACROSS PQA AND CLASS**

Teachers, coaches, and supervisors often feel they must adjust classroom practices to fit the tool being used to assess the quality of their classroom. Explore specific aspects of the HighScope Preschool Program Quality Assessment (PQA) and the Preschool Classroom Assessment Scoring System (CLASS) tools that will dispel this myth. Engage in activities that focus on the commonalities between both tools and view the newly created PQA/CLASS crosswalk.

*Shannon Lockhart, HighScope Educational Research Foundation and Sherilyn Crump, Touchstone*

### **14. WHY YOU NEED A MISSION-ALIGNED MARKETING PLAN**

Learn why aligning your marketing to your mission and vision will: make it easier to attract new clients and retain existing ones, minimize your advertising budget, and reduce headaches for teachers and administrators. Explore how to design a strategic outreach plan to connect with your target audience, create meaningful and engaging social media campaigns, and make small changes to your website and overall digital presence that will bring clients in the door.

*Jill Mailing, Apple Playschools*

### **15. WHAT'S YOUR VIEW THROUGH THE BELIEF WINDOW? BUILDING CULTURAL COMPETENCE FOR YOUR WORK WITH EARLY CHILDHOOD PROFESSIONALS**

After first understanding your individual belief window, bridge the gap to understanding others belief windows. Through large and small group discussions and two hands on activities, build confidence in recognizing cultural differences and your ability to respond to other cultures in your work with early childhood professionals.

*Lisa Sturges and Jessica Wolfe Rodriguez, United Way for Southeastern Michigan*

**10:15 AM – 10:45 AM**

**BREAK; HOTEL CHECKOUT**

**10:45 AM – 12:15 PM**

**SESSION IV WORKSHOPS**

### **16. COACHING AND MENTORING: WHAT'S THE DIFFERENCE?**

Focus on answering several questions related to your leadership ability: 1) what is the difference between coaching, mentoring, consulting, and teaching? 2) when do you use each method for maximum impact? 3) what happens in the brain when you use each method? and 4) who is more likely to respond to which method? This session is designed for those who are in a position to influence others, especially adults, in their growth journey.

*Michelle Burkhard, Grow By 1, LLC*

### **17. TRANSITION TIMES ARE LANGUAGE AND LITERACY OPPORTUNITIES**

Well-planned transitions help ease the chaos of moving from one part of the daily routine to another and can also provide opportunities for language and literacy learning. Review Michigan's Early Childhood Standards of Quality for Prekindergarten and plan engaging transition strategies, games, and activities that support these goals.

*Sue Gainsley, HighScope Educational Research Foundation*

### **18. FINANCING A HIGHLY QUALIFIED AND JUSTLY COMPENSATED WORKFORCE**

An overview of the National Academies of Science, Engineering, and Medicine's recent report, *Transforming the Financing of Early Care and Education*, and an update on Michigan's strategies to move the needle on workforce compensation.

*Kelsey Laird, Michigan AEYC*

**10:45 AM – 12:15 PM, CONTINUED**

**SESSION IV WORKSHOPS**

**19. SELF-REGULATION AND EXECUTIVE FUNCTION FOR ADULTS**

There are many new studies and new information about self-regulation and executive function related to children's development and growth. However, development of self-regulation is ongoing throughout life. Explore theories and strategies that leaders can use to support the self-regulation of their staff and themselves.

*Christine A. Maier, HighScope Educational Research Foundation*

**20. CHALLENGING BEHAVIORS: ADULTS ARE THE WORST!**

Sometimes, working with adults can be a greater challenge than working with children. Explore personality traits that can effect provider/parent relationships and program polices that support early childhood professionals that increase lifelong learning for children and adults.

*Jill Tarrant, CACS Head Start and Early Childhood Programs*

**12:20 PM– 1:20 PM**

**LUNCH (PROVIDED)**

**1:30 PM– 3:00 PM**

**SESSION V WORKSHOPS**

**21. LEADING SOCIAL EMOTIONAL LEARNING**

Implementing social emotional learning into the classroom can be challenging, especially with the variety of developmental ages and curricular expectations involved. We now know, more than ever, the value appropriate experiences and interactions have on the developing child and the child's developing brain. Insight into best leadership practices provides a framework for ongoing learning and improvements, as well as creating a culture that models social emotional learning, and leads to effective change in programs.

*Erin Akers and Sally Keller, Gesell Institute of Child Development*

**22. HIGHSCOPE'S PRESCHOOL QUALITY ASSESSMENT REVISED (PQA-R) VALIDATION STUDY**

HighScope's newest classroom assessment provides preschool classrooms with an assessment of both structure and process quality. It assesses classroom quality in five key areas: learning environment, teaching routines; adult/child interactions; curriculum, planning and assessment; and family engagement. Learn about the assessments validation study, which included an initial pilot phase, first revised pilot phase, and second revised pilot phase. The results of each phase were analyzed using specific models.

*Jeffrey Beal and Jill Claxton, HighScope Educational Research Foundation*

**23. ESTABLISH AN EVEN PLAYING FIELD: CREATE A TRUE INTERGENERATIONAL CLASSROOM**

There really are differences among the generations. With higher education classrooms becoming more multigenerational, explore ways to calm the generational warfare and establish a true intergenerational atmosphere.

*Becky Garske, Mott Community College and Paula Spencer, Michigan AEYC*

**24. BEING IN CONFLICT: ADULT CONFLICT ENGAGEMENT AND RESOLUTION FOR ECE PROFESSIONALS**

Explore components of and personal feelings about conflict, practice recognizing what is happening in a conflict, and develop strategies to engage in productive conflict resolution. Developing both tolerance and skills for engaging in conflict will expand your professional conflict resolution skill set.

*Christine Snyder, HighScope Educational Research Foundation*

**25. BLENDING AND BRAIDING: A DISCUSSION ABOUT GSRP/HEAD START BLENDED PROGRAMS**

We have been braiding and blending programs for many years including GSRP, Head Start, ECSE and tuition-based. Learn about our programs, their functionality and the hurdles we have overcome. We are ready, willing and able to be a resource and to provide support if you are considering or currently blending programs. Bring your questions and concerns.

*Casey Sterle, Leslie Public Schools and Sonya Salihu, CACS Head Start*

**3:00 PM – 3:15 PM**

**SCECH FORM SUBMISSION**