



Montana Association for the  
Education of Young Children

**Mtaeyc Early Childhood Virtual Conference 2020  
Presentation Schedule**

**Tuesday, October 13, 2020**

**5:30 PM - 7:30 PM**

**Book Talk: The Essentials: Supporting Young Children with Disabilities in the Classroom Additional Session Fee May Apply, Heather Hildreth (3 hours)**

This straightforward introduction to the core concepts of teaching and supporting children with disabilities alongside their peers will help teachers ensure that all children meet their potential. When you register for this session there will be a book fee: non-members- \$8, members- \$5

**Introduction to Reflective Supervision, Flora McCormick (2 hours)**

This training is focused on reflective supervision: what it is and how to imagine implementing it into early childhood serving programs.

Participants will be able to:

1. Define Reflective Supervision
2. Examine the core tenets of Reflective Supervision (regularity, reflection, and collaboration)
3. Practice skills related to core tenets.

**The Montana Early Childhood Education Knowledge Base, Christine Lux (2 hours)**

The Montana Early Care and Education Knowledge Base is moving from a score based model to a skills based continuum that best reflects what early childhood educators can identify, apply, and modify in their teaching practice. How will this revision affect YOU? Join us for a conversation about the Knowledge Base revisions and implementation.

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**Wednesday, October 14, 2020**

**5:30 PM - 7:30 PM**

**Book Talk: Each & Every Child: Teaching Preschool with an Equity Lens, Melissa Eastlick (3 hours)**

This course will discuss the NAEYC publication entitled Each & Every Child: Teaching Preschool with an Equity Lens. The course will focus on nurturing provider's own empathy and understanding of behavior, creating an equitable classroom, and supporting children who have been systemically under-represented. This book will also provide strategies to engage diverse families within the preschool setting. The discussions will focus on exploration of identity, fairness, and activism for providers who wish to make all early childhood educational settings equitable for all children.

When you register for this session there will be a book fee: non-members- \$8, members- \$5

**Early Childhood Education: Resources Panel, Jennifer Banna (2 hours)**

This will be a panel of resources available to Early Childhood Educators and those they work with that may be new to them. An opportunity for short presentations by 5-8 different resources and a time for participants to ask questions. This could be done all in one zoom room or split into smaller groups that move every 10-20 minutes.



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### Provider Well-Being in the time of COVID-19, Ellie Martin (2 hours)

This training is focused on provider well-being: how to navigate stress during the time of Covid-19. Our work sites have shifted or closed. If we remain open, our health and safety protocols have changed and we may have new families in our care. We are confronted with new information all the time and we may personally feel overwhelmed. This training is an opportunity to understand the unique aspects of stress right now, to explore strategies that alleviate its grip, and to acknowledge that we are all in this together.

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### Thursday, October 15, 2020

#### 3:00 PM - 5:00 PM

### Big and Bigger Questions, Charrisse Jennings (2 hours)

In this course we will learn about different levels of questioning and higher order thinking development. Further we will cover how to use questions throughout the day to engage children and enhance critical thinking skills; and provide real life classroom scenarios to demonstrate how higher level questioning can be implemented.

### But How Do I Know? Making the Right Decisions to Effectively Promote Diversity and Equity in Our Classrooms, Sara Silva (2 hours)

How do we know we are making the best decisions to support racial and social justice in our child cares? What materials and books should we pick to include in our environments? How should we use them in our classrooms? This course will help you to discover the answers to these questions (and many more) as we explore concrete ways to promote diversity and equity in early learning environments.

### From Both Sides Now, Grace Decker (2 hours)

"Kindergarten Readiness" is on everyone's mind, but are we always talking about the same thing? In this course, we'll explore what experts from early childhood AND K-12 settings say about this important- but sometimes contentious- topic and share ways to build shared understanding around the term. We'll also look at some assessments being used to rapidly assess the skills and needs of incoming kindergartners, and the ways communities can use this information to support early childhood educators.

### Supporting Language and Early Literacy Development Through Repeated, Predictable, Language Routines, Jill Christensen (2 hours)

This course was designed for caregivers working with infants/toddlers and twos. Research tells us that infants learn language in the context of human relationships. During this course, we'll explore this truth and others related to language development, to transform typical daily events and routines into consistent, predictable language and early literacy experiences.

### Toxic Stress and Resilience, Ellie Martin (2 hours)

This training is focused on understanding toxic stress through the lens of neurobiology, epigenetics, adverse childhood experiences study, and resilience. We will further explore how early childhood serving programs are critical to intervening on toxic stress and reimagining what is possible for children and their families.



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**Book Talk: Big Questions for Young Minds, Allison Wilson (3 hours)**

Participants will engage in a collaborative learning experience that is centered on the importance of higher order questions as a means for promoting learning among young children. Participants will engage in reflective discussion and create action plans for applying new knowledge within their current work.

When you register for this session there will be a book fee: non-members- \$8, members- \$5

**Book Talk: Serious Fun: How Guided Play Extends Children's Learning, DeAnn Jones (3 hours)**

If your children's play is not seriously fun, you'll need to read this book and join this group! You will learn the brain science behind play and how it helps children learn to cooperate, solve problems, negotiate, and develop leadership skills and creativity. Teachers can guide children's play toward this positive outcome so that it is fun, joyful, engaging, while also allowing guided play to teach math, science, social studies, language and literacy, social, emotional, and physical skills.

When you register for this session there will be a book fee: non-members- \$8, members- \$5

**Coach yourself: A journey in Self Care, Renee August (2 hours)**

Too often childcare directors/owners are busy taking care of their staff, children, and families in their programs only to go home at the end of the day and take care of their own families. Who takes care of them? Directors/owners often forget to take care of themselves, so this session is designed to give childcare directors/owners tips and strategies to do so before burning out. Participants will leave the session with a self-care tool box to be able to help themselves in these stressful times.

**No Small Matter, Wendy Krenelka (2 hours)**

No Small Matter is a feature-length documentary film and national engagement campaign that brings public attention to the vital question, "when the importance of quality early care and education is so widely accepted, why do we continue to fail so many?" By sharing powerful stories and stunning truths about the human capacity for early intelligence and the potential for quality early care and education to benefit America's social and economic future, this film will hopefully explain some of these answers. Join us as we watch this documentary film and then discuss thoughts on what we learned and questions that we may have with our fellow peers in the early childhood field.

**Power to the Profession: Panel Discussion, Rhiannon Shook (2 hours)**

Power to the Profession is a national collaboration that defines the early childhood education profession. It has established a Unifying Framework of recommendations on educator roles and responsibilities, aligned preparation and pathways, profession compensation, and a supportive infrastructure with shared accountability. This session will explore Montana's plans to move the Early Childhood Profession forward.

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## Mtaeyc Early Childhood Virtual Conference 2020 Presentation Schedule

### Friday, October 16, 2020

#### 9:30 AM - 11:30 AM

##### [Educators as Environment for Genes, Jack Wright \(2 hours\)](#)

In this course we will discuss challenges from science to our beliefs regarding early childhood education. We will especially work on understanding epigenesis: the effects of environment on the genes in a child's brain. Participants will learn how they are an environment that affects genes, that genes determine behaviors, and that soothing children who have made mistakes including aggressive behaviors is an effective teaching method.

##### [LEAP Development, Charrisse Jennings \(2 hours\)](#)

Infants go through a series of cognitive stages or mental leaps as they grow. Learn what the wonder weeks are and discover ways to encourage and facilitate an infant's possibilities for new learning in each phase.

##### [Moving MELS into K3, Christine Lux \(2 hours\)](#)

The Montana Early Learning Standards (MELS) capture "the standards that guide the work of early childhood professionals to ensure that children from birth through age 5 have the skills and knowledge they need to achieve success in learning to reach their full potential in life." But what happens next? Join us for a conversation about alignment of MELS to Montana's K-3 learning standards.

##### [HELLO Math! Engaging Families and the Community in Everyday Language and Math Learning Opportunities, Allison Willson \(2 hours\)](#)

HELLO Math, is a research-based public engagement campaign with the overarching goal of increasing quality interactions centered on everyday math learning opportunities that are embedded within familiar family routines and community settings. A case study from a state-wide initiative to increase early STEM opportunities in 0-8 year old community will be shared. Participants will have access to a free open-access resource bank for future use.

#### 12:30 PM - 2:30 PM

##### [From Both Sides Now, Grace Decker \(2 hours\)](#)

"Kindergarten Readiness" is on everyone's mind, but are we always talking about the same thing? In this course, we'll explore what experts from early childhood AND K-12 settings say about this important- but sometimes contentious- topic, and share ways to build shared understanding around the term. We'll also look at some assessments being used to rapidly assess the skills and needs of incoming kindergartners, and the ways communities can use this information to support early childhood educators.

##### [In Person or Virtual: The POWER of Intrinsic Motivation, Denita Dinger \(2 hours\)](#)

I have held so many little, unmotivated hands in my life; forcing them to write. I've used meaningless rote teaching methods just to check the boxes that a child "knows" their numbers and letters way before they had a need for them. I did all of this just to appease society (aka: parents). Can you relate?



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Education of Young Children

## Mtaeyc Early Childhood Virtual Conference 2020 Presentation Schedule

This type of learning has little joy. Joy is found in an URGE to accomplish something to meet a need that comes from within: INTRINSIC MOTIVATION. Intrinsic motivation is POWERFUL. I have realized without motivation...writing and memorizing letters and numbers is HARD, meaningless and is not stored nor recalled easily. What children truly need is TIME to develop their bodies and brains and adults who respect the JOY and POWER of INTRINSIC MOTIVATION. This workshop is all about identifying the "BEFORE" skills and simple, unique ideas that create opportunities for children to develop all that MUST be developed BEFORE writing, reading and using number knowledge. Focusing on what is truly important NOW leads to meaningful success later...all led by the JOY of intrinsic motivation.

### Let's Get Organized: Preparing for Intentional Observation Assessment in Your Classroom, Allison Wilson (2 hours)

Observational assessment can feel overwhelming and time consuming for many classroom teachers. This course will offer strategies for designing efficient and intentional approaches for everyday assessment. Participants will walk away tips and tools to apply in their own classroom environment.

### Rock Star Recruitment and Retention, Charrisse Jennings (2 hours)

In this training we will be sharing out information from the Child Care Success Summit on hiring and retention secrets in a tight labor market.

We will:

1. Craft marketing messages that will set you apart from the norm.
2. Attract teachers they want working for your business.
3. Use technology tools to boost hiring impact
4. Beef up hiring process to ensure best candidates are chosen
5. Successful On boarding

### Sleep Habits for 0-5 Year Olds, Melissa Eastlick (2 hours)

Supporting great sleep habits for children 0-5 in a childcare setting. This training will discuss sleep development, environment, and helpful strategies to make nap time successful!

## 3:00 PM - 5:00 PM

### 21 Day Manager Makeover, Charrisse Jennings

In this training we share out information from the Child Care Success Summit. Come learn about 3 active management strategies to impact the culture and quality of your program. Leave with a 21 day plan in hand to put into action while feeling empowered and motivated for change!

### In Person or Virtual: The Missed Needs in Misbehaviors, Denita Dinger

Children communicate their needs in many ways. One such way is through their behavior. The problem is, society has erroneously categorized MANY behaviors children display as "BAD" or "NOT APPROPRIATE" when truly, there is no harm in them what-so-ever. When "misbehaviors" happen, adults tend to look at the child and wonder what is wrong with THEM, instead of looking at what YOU, the adult, MISSED: What needs did you miss? What did you miss when setting the environment? What did you miss when setting your expectations? How can you better meet the needs of this child? You will leave this presentation with the ability to see the core needs shining through children's behaviors,



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inspired to look at those behaviors in a totally different way as well as filled with inexpensive, simple ideas to set the environment in a way that meets the unique needs of children.

### [ParentingMT.org, Annmarie McMahill \(2 hours\)](#)

ParentingMontana.org is an intentional effort to promote the healthy mental, emotional, and behavioral development of Montana's children by actively growing their social and emotional skills.

ParentingMontana.org provides tools and information for parents and those in a parenting role to bolster their parenting skills in growing the social and emotional skills of children. The tools are appropriate for birth through the teen years.

### [What's My Part in the Coaching Partnership: A teacher's guide to understanding instructional coaching, Jill Christensen \(2 hours\)](#)

This course is designed for teachers who are or may be engaged in instructional coaching. During this session participants will hear a brief overview of a common coaching model called Practice-Based Coaching. During this overview, teachers will have opportunities to see their role in the collaborative partnership, which is foundational to all coaching. Coachees will learn how to partner with their coach to guide the content of coaching, provide input on in-classroom experiences, and be active participants in reflection and feedback. Teacher will understand how coaching can increase teaching practices to improve their day to day experiences and create better outcomes for children.

## **5:30 PM - 6:30 PM**

### [In Person or Virtual: Keynote- We are Doing it Wrong: True Kindergarten Readiness, Denita Dinger \(1 hour\)](#)

Across the country, and throughout the world, more and more pressures are being placed upon young children: pressures to "be ready for Kindergarten". School districts are recommending "summer school" BEFORE Kindergarten in order to shove missing knowledge down the throats of young children. All of this in the name of number and letter recognition, counting and writing. Meanwhile, the skills that are truly the absolute most important for a child to have are completely overlooked, and the manner in which we teach the "missing knowledge" removes even more opportunities for children to be TRULY "ready". Denita addresses the skills that SHOULD be used to determine "readiness", as well as various opportunities that can easily be provided in early childhood programs that will help children develop those vital skills. You will leave this keynote EMPOWERED to stand up and be the voice children need you to be.

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## **Saturday, October 17, 2020**

### **9:30 AM - 11:30 AM**

### [What's Up Montana, 2020 Edition! Updates for 2020](#)

A State update from Jamie Palagi and Patty Butler



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#### [Exploring Environments for Learning with Julie Bullard \(5 hours\)](#)

Come with us on journey through 12 programs that service children from birth to third grade. Virtual tours have been filmed in Bozeman, Billings, Helena, Missoula and Kalispell. This session is a rendition of our "environment tours" that we conduct during in-person conferences. The virtual tours total approximately 3 hours of footage. You will watch the video and then join Julie Bullard in a discussion on Saturday from 12:30-2:30.

The link to the video will be sent no later than October 1st via email.

#### [Teacher Talk Matters, Charrisse Jennings](#)

Want better behavior? Use better language! Positive language used by the adults in a classroom enables children to engage and build positive relationships. In order to guide children toward choosing and maintaining positive behaviors, adults need to carefully choose the words and tone of voice we use when speaking to them.

#### [Supporting Language and Early Literacy Development Through Repeated, Predictable, Language Routines, Jill Christensen \(2 hours\)](#)

This course was designed for caregivers working with infants/toddlers and twos. Research tells us that infants learn language in the context of human relationships. During this course, we'll explore this truth and others related to language development, to transform typical daily events and routines into consistent, predictable language and early literacy experiences.