

ROAD TRIP TRAINING



How to create a great conference for families

MAY 2021

THE
LEARNING
PROJECT





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PROJECT

Preparing for **Parent/ Teacher** Conferences

Level 1 Course

Experience

- Project-based learning
- Social Justice & Change
- Mental Health Reflection
- Educational Technology

THE ONLINE
CLASSROOM
HAS NEVER
BEEN THIS
ENGAGING.

Our Mission

2021 Overview

Our mission is to create project-based learning courses and workshops for early childhood educators that inspire, motivate and develop them to be agents of change in their community. Our community believes in educators sharing their experiences through reflective practices to shape their teaching philosophy from a fixed mindset to a growing mindset. We are dedicated to providing affordable training and workshops to educators so they do not limit their growth due to financial circumstances.

Our Vision

2021 Overview

Our vision is to make an impact in the reduction of high turnovers in early childhood education, by equipping educators with current social justice issues and strategies. We believe in preparing them for the difficult task and challenges when working with children and families. As well as the amazing experience of making a difference in the community. We are dedicated to building partnerships with administrators, educators, and entrepreneurs in the Washington state area.

Our Goal

2021 Overview

Our goal is to expand our program to over five states within the next 7 years to spark a new way of innovative learning. We have learned that educators are more than the classroom and want to help them grow in new and unconventional ways to develop their passions that serve children, families, and educators.

COMPANIES PILLARS

CLOSE THE DIGITAL DIVIDE AMONG EARLY CHILDHOOD EDUCATORS.

INCREASE UNDERSTANDING OF EDUCATIONAL TECHNOLOGY AND GOOGLE EDUCATIONAL TOOLS TO HELP WITH PRODUCTIVITY AND SOLVING EVERYDAY PROBLEMS IN THE COMMUNITY.

MOTIVATE AND INSPIRE

IMPROVE SELF-AWARENESS AND CONFIDENCE IN ADMINISTRATORS, EDUCATORS, AND CREATIVES BY PROVIDING OPPORTUNITIES FOR SELF-REFLECTION TO OVERCOME FIXED MINDSETS.

DECREASE HIGH TURNOVERS IN EARLY CHILDHOOD EDUCATION

EXPANDING LEARNING STYLES IN CLASS, PROVIDE INDIVIDUAL SUPPORT AND COACHING TO HELP CHANGE AGENTS LEARN AND GROW IN THEIR WAY. WE WANT TO BE ABLE TO CONNECT WITH THE INDIVIDUAL IN A UNIQUE WAY TO HELP THEM OVERCOME BIG EMOTIONS AND MENTAL HEALTH ROADBLOCKS.

AFFORDABLE EDUCATION

ESTABLISH TRAINING AND WORKSHOPS THAT ARE AFFORDABLE AND EASY TO ACCESS FOR LEARNERS. LEARNERS SHOULD NEVER HAVE TO CHOOSE BETWEEN PROFESSIONAL DEVELOPMENT AND FINANCES.

CHANGE AGENTS

INCREASE THE NUMBER OF ACTIVE EDUCATORS IN THE COMMUNITY THROUGH INTERVIEWS, PERSONAL STORIES, AND GUIDES TO MAKE THINGS HAPPEN.



The Pillars of Our Company

KNOWLEDGE

IMPROVE LEARNERS' KNOWLEDGE OF STATE LAWS, SOCIAL JUSTICE ISSUES, TEACHING STRATEGIES, MENTAL HEALTH CHALLENGES, AND DIFFERENT FAMILY STRUCTURES.



Our training grows because of you.

THE
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DESCRIPTION OF TRAINING:

CORE COMPETENCIES EARLY CARE & EDUCATION PROFESSIONALS

Professional Development &
Leadership

TRAINING METHODS:

- Audio-video
- Handouts, printed materials
- Lecture through podcast or YouTube podcast

LEARNING OBJECTIVE

After listening to the lecture, educators will be able to create a portfolio for parent-teacher conferences. Educators will demonstrate their knowledge by completing a multiple choice assessment and scenarios.

STEP TO COMPLETION

Step one
Listen to a lecture.

Step two
Complete the assessment with 80% or above.

Step Three
Get your certificate and your 1 STARS hour.



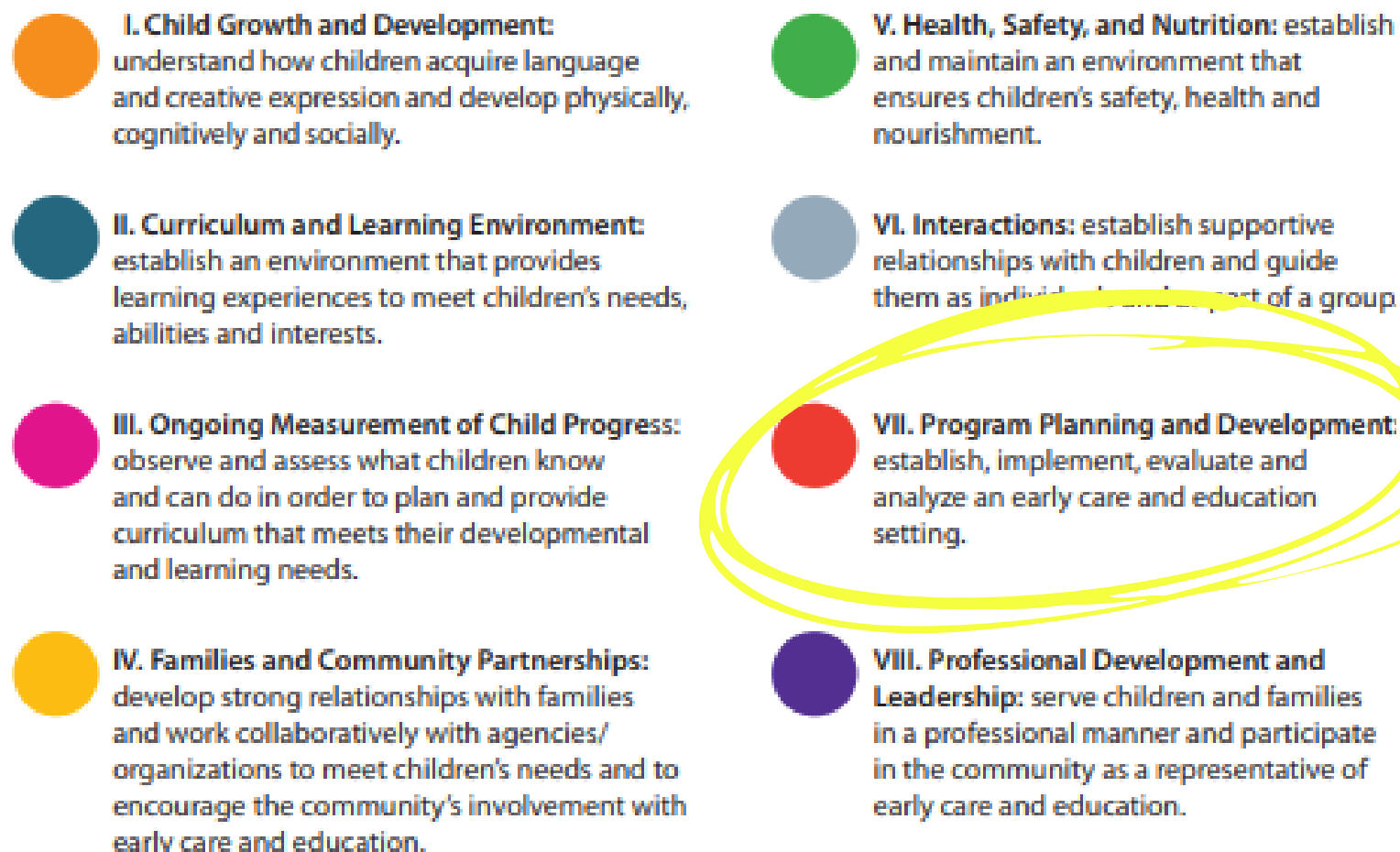
The *Washington State Core Competencies for Early Care and Education Professionals* is organized by content areas and levels

Content areas

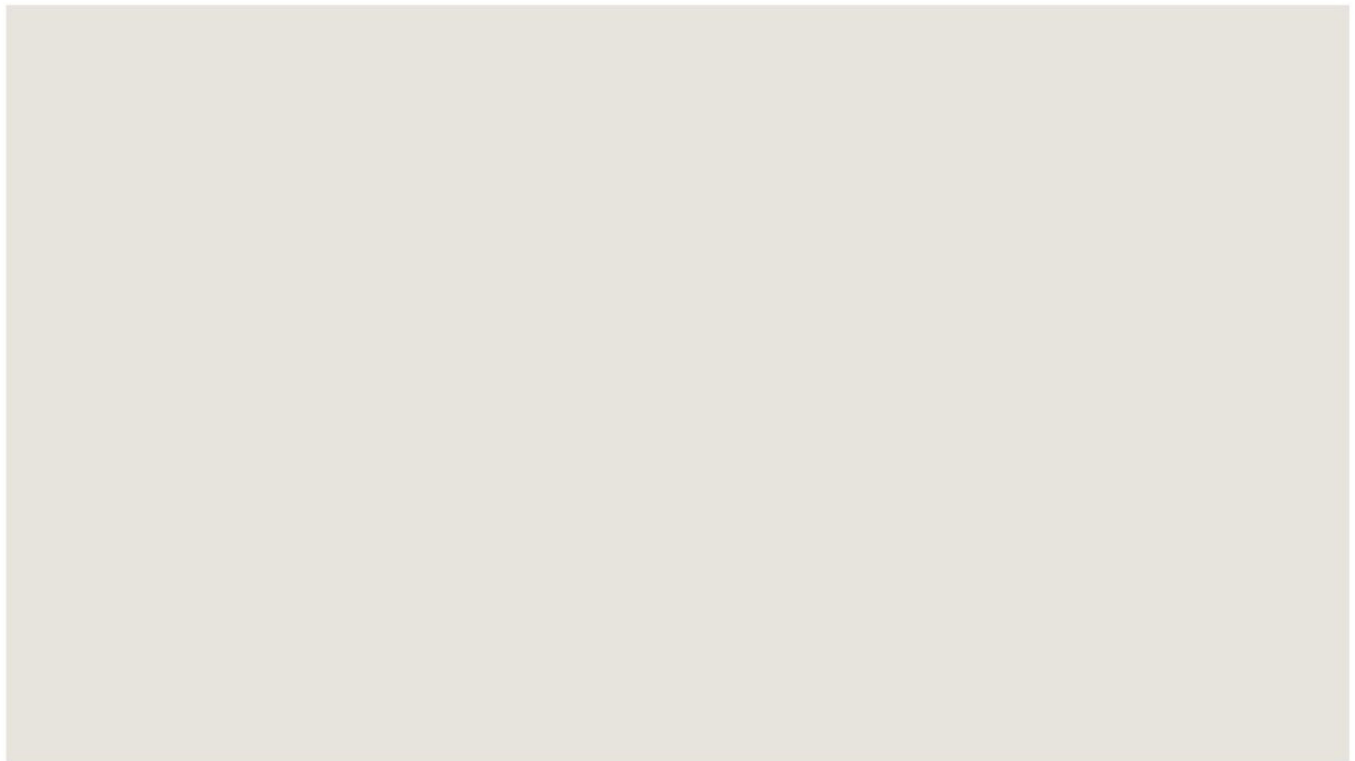
The areas of competency correspond with standard curricular areas in early care and education, and address development and learning across multiple domains of professionals. Each content area describes the knowledge and skills professionals need to work with children birth through 8 and their families. Professionals increase their knowledge and skills in the content areas through ongoing training/education.

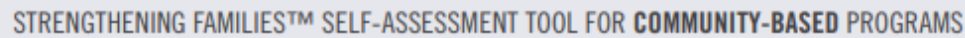
When appropriate, content areas specify ways in which professionals fully include children from many cultural, linguistic and socio-economic backgrounds. The content areas also address children with special needs in early care and education settings. More specific competencies for professionals working with infants and toddlers are not within each content area. These specific infant-toddler competencies have been marked by an asterisk (*).

Professionals working with infants and toddlers should address the competencies marked with the asterisks and *all* competencies within a given content area to ensure that important information and skills are not being excluded. Likewise, professionals working with older children should know the competencies for infant and toddler professionals, as it can help them understand the continuum of child development and help support work with children who may be developmentally delayed.

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- I. Child Growth and Development:** understand how children acquire language and creative expression and develop physically, cognitively and socially.
 - II. Curriculum and Learning Environment:** establish an environment that provides learning experiences to meet children's needs, abilities and interests.
 - III. Ongoing Measurement of Child Progress:** observe and assess what children know and can do in order to plan and provide curriculum that meets their developmental and learning needs.
 - IV. Families and Community Partnerships:** develop strong relationships with families and work collaboratively with agencies/ organizations to meet children's needs and to encourage the community's involvement with early care and education.
 - V. Health, Safety, and Nutrition:** establish and maintain an environment that ensures children's safety, health and nourishment.
 - VI. Interactions:** establish supportive relationships with children and guide them as individuals and as part of a group.
 - VII. Program Planning and Development:** establish, implement, evaluate and analyze an early care and education setting.
 - VIII. Professional Development and Leadership:** serve children and families in a professional manner and participate in the community as a representative of early care and education.

Lecture Notes & Guides





5: Strongly agree
4: Agree
3: Neither agree nor disagree
2: Disagree
1: Strongly disagree
Not Applicable

5: Strongly agree
4: Agree
3: Neither agree nor disagree
2: Disagree
1: Strongly disagree
Not Applicable

5: Strongly agree
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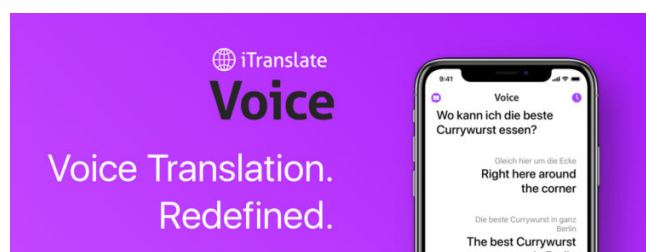
<https://cssp.org/wp-content/uploads/2018/10/COMMUNITY-BASED-PROGRAM-SELF-ASSESSMENT.pdf>

How can you help a family who speaks a different language?

Translator applications & Resources



Google Translation is amazing resources that you can use to translate documents sent to you or written between several languages.



This app supports voice translation in over 40 languages. Its transcript feature allows you to 'export, copy or share any voice conversation.'

Multilingual Speech to Sign Language Translator



ProDeaf, an application to support the hard-of-hearing and deaf communities.



Side notes from lecture and for quiz

Record keeping of a child's ongoing development looks like

- Photo
- Sample Work
- Anecdotal record (Journaling)

Best practices I use to organize and contain children's work.

- Filing system
- Binders
- pocket folders
- Google Slides or another digital platform
- Put all portfolio's in a file to keep them organized.

The benefits of a student being a part of the assessment process

- Students have the chance to reflect on their work.
- Begin to understand their strengths and needs.
- Helps them feel responsible for their learning.
- Can see the development in learning by comparing past and present work.
- The educator can ask open-ended questions like "What was your favorite part?"

What developmental areas will I be assessing?

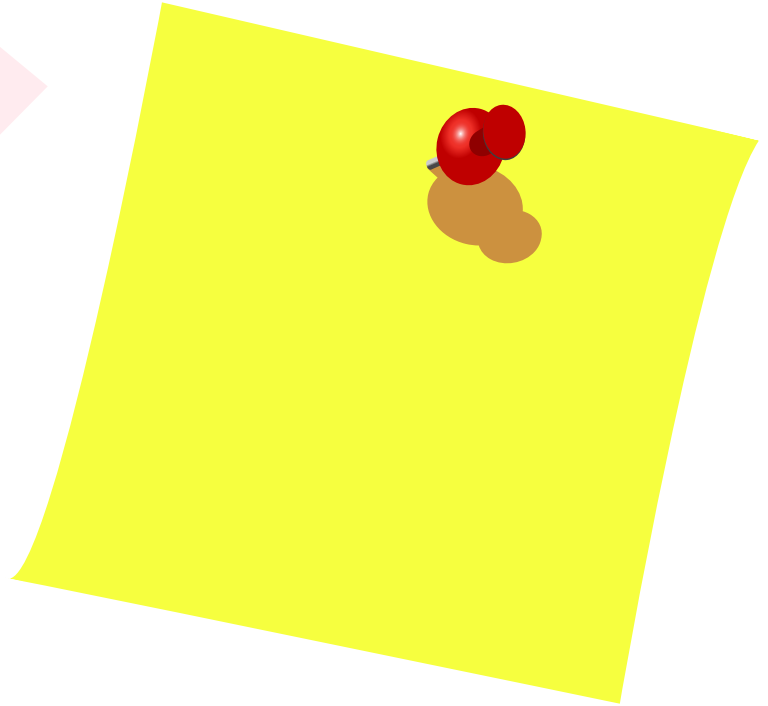
- Fine-motor
- Social-emotional
- Cognitive
- Literacy and oral language
- Creative expression
- Gross motor skills

Notes

Side notes from lecture and for quiz

Literacy and Oral language is...

- Storytelling or students creating their own story to share with the class.
- Singing songs
- Having students listen to books and then try to create their own book recording through tape to listen to later.



Ways you can manage your portfolio for each student... *

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- Create a system- What method will you use? Pictures and note-taking.
- Develop a plan- When will you observe each student? Create a plan based on a monthly schedule.
- Be prepared- What will you need? Preprinted labels, color-code index cards, mount photographs, and checklist.
- Make sure the student is involved- When will meet with students to talk about their progress?



NOTES: CREATE A PLAN

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NAME

DATE

STEP ONE

STEP TWO

STEP THREE

STEP FOUR

Notes

