

**OregonAEYC Spring Institute Program - April 12, 2008
at Lane Community College, Center for Meeting & Learning**

Saturday, April 12, 2008	
8:00 – 8:30 Registration, refreshments and vendors	
8:30 – 9:45 Welcome and Keynote: Cecelia Alvarado (C Session)	
10:00 – 12:30 D Sessions – 2 ½ hours	
D-5. Cecelia Alvarado - Growing an Interdependent Relationship with Parents in Infant/Toddler Care – Set Two	D-6. Cindy Bond – Teacher, Teacher He took My Toy – Set Two
D-7. Joy Knight – READ- Literacy Experiences – Set One	D-8. Wendy & Robinson Gutierrez – Understanding the Newcomers – Set Two
D-9. Ginger Carlson – Building Creative Thinkers in a Commercial World –Set Two	D-10. Deborah Murphy – Stress, Trauma and Just Plain Hard Times – Set Two
D-11 Christyn Dundorf - Mentoring Panel – Set Two applied for	D- 12. Hadiyah Miller & Linda Jones - Beginning the Journey – Set Two applied for
5 1/2 hour session D & E 13. Pam Deardorff – Supporting Children with Special Needs in Inclusive Child Care Settings – Set Two	
12:30 – 1:30 Lunch, Networking and Vendors	
1:30 -4:30 E Sessions – 3 hours	
E–14. Joy Knight - ABC for Infants and Toddlers-Activating Brain Cells Set One	E–15. Wendy & Robinson Gutierrez – Entiendo a los recién llegados – Set Two
E–16. Berni Kirkpatrick - Integrated Curriculum: Simple to Complex – Set Two	E–17. Donna Bennington - Inquiry Based Science: Making it the Basis of Your Curriculum – Set Two
E-18. Amy Williams – Team Building with Grace and Style – Set Two	E–19. Briggs et al - National Accreditation: Making it Happen in Oregon – Set Two
E – 20. Amy Potter - Mentoring developing teachers as they negotiate institutions. Set Two applied for	E – 21. Christyn Dundorf - Mentoring the Profession – Set Two applied for

Welcome and Keynote Address – 8:30 -9:45 - *The Power of Mentoring*

Mentoring is a powerful process that has been used in every field, in every part of the world, since the beginning of time. Considering the essential elements of effective mentoring and how to develop “authentic leadership”, from all level and roles in the ECE field, that is connected and responsive to particular communities will be shown and discussed.

*Currently, an early childhood education consultant, **Cecelia Alvarado** was a Senior Associate at the Wheelock College Institute for Leadership and Career Initiatives in Boston from 1997-2003. As chairperson of the Early Childhood Education (ECE) Department at Santa Barbara City College from 1982-1997, she also directed the Early Childhood Mentor Program at that campus. She is a former president of the California Association for the Education of Young Children, co-creator and trainer of the CAEYC Leadership In Diversity Project, and member of the Core Writing Group of the National Latino Children’s Agenda.*

Interpretation in Spanish will be provided for the Keynote. Hay traducción de la Presentadora Principal.

10:00 – 12:30 D Sessions – 2 ½ hours (select one)

Interpretation in Spanish will be provided for one morning session and one afternoon session based on requests. Please mark it on your registration form.

Si desea traducción de la Presentadora Principal o de los talleres, marque las casillas correspondientes en la planilla de registro.

D-5. **Growing an Interdependent Relationship with Parents in Infant/Toddler Care** – *Set Two in Families & Community Systems. Ages 0-3.* We will examine the nature of “relationship”, particularly in the context of working with parents of infants and toddlers. Using interdependency to strengthening the teacher parent partnership and to work through cultural or generational differences that may arise will be the focus of the workshop. **Cecelia Alvarado, M.A.**

D-6. **Teacher! Teacher! He Took My Toy!** *Set 2 in Understanding & Guiding Behavior. Ages 3-5.* Problem solving skills and practical classroom strategies will be explored in an interactive and fun way! Are you tired of using “time out” to manage your classroom? Do you deal with challenging behaviors on a regular basis with little or no change? Explore the underlying causes of behavior problems. Practice 2nd Step Curriculum skills on a variety of behaviors including those demonstrated by children with special needs. **Cindy Bond, MS, and Jill Irwin, MS, Old Mill School**

D-7. **“READ Literacy” Real Experiences & Activities that Define Literacy.** *Set One – Learning Environments & Curriculum, Ages 3-5, 5-8.* Using techniques developed by Tom Drummond such as story writing, enactment, message writing, process activities and walk-about, we will explore the principles of authentic literacy. The Workshop will include several hands-on make and take activities. A book making and binding (resulting in a real book for you to take home) process will be a highlight. **Joy Knight, AA, Lynnwood, WA.**

D-8. **Understanding the Newcomers** – *Set Two in Diversity.* Children arrive in our care from diverse backgrounds. We need to understand the backgrounds of our children and families in order to serve them well. What can we do to affirm the differences that we encounter? What can we do when conflict arises between ourselves and parents? We will learn concrete techniques for working with both children and their families. **Wendy Gutierrez, B.A. & Robinson Gutierrez, M.A.**

D-9. **Building Creative Thinkers in a Commercial World** – *Set Two in Human Growth & Development, Ages 3-5, 5-8.* Nurture children who think, wonder, and love to learn (in spite of the media)! Come explore how commercialization impacts creativity and thinking skills. Together, we’ll explore a variety of positive ways to encourage creative thinking and how children can develop a strong sense of self, confidence in personal thinking, and in the world around them. Come on in, and explore your wonder. **Ginger Carlson, MA Ed.**

D-10. **Stress, Trauma and Just Plain Hard Times** *Set Two in Families & Community Systems.* This workshop will offer tools and resources to help children and families who are struggling with big issues, as well as the small ones. Applicable to all those who work in the early childhood field, we will examine family concerns such as separation anxiety, divorce, death, and drug and alcohol addictions and how they can affect the well-being of children. **Deborah Murphy, M.S., Oregon Registry Master Trainer.**

D-11. **Mentoring Panel: Formal and Informal Mentoring programs in Oregon. Accomplishments, challenges, and lessons learned.** – *Set Two applied for in Personal, Professional & Leadership Development.* Oregon is home to a number of formal and informal mentoring programs for developing teachers. This session will feature Accomplishments, challenges and lessons learned will be explored for this powerful teacher development strategy. **Christyn Dundorf, Ph.D. and a panel of representatives of mentoring programs.**

D- 12. **Beginning the Journey** – *Set Two applied for in Diversity.* Working with developing teachers around issues of mentoring requires that you complete your own examination of and self-reflections on issues of power, privilege, oppression, and bias. Begin your journey with this session and a consideration of class and socio-economic status (income level). Participants will not only explore their own beliefs around social class, but will also see active use of strategies described in Institute Session B-2. **Hadiyah Miller, M.A. & Linda Jones, M.A. Faculty, Portland Community College.**

5 ½ hour session (both D & E sessions)

D & E 13. **Supporting Children with Special Needs in Inclusive Child Care Settings** – *Set Two in Special Needs.* This workshop will provide participants with information on how to include and support young children with disabilities in community preschool and child care programs as well as family child care settings. The session will include steps for developing an inclusive program, general disabilities information, and specific strategies for supporting children with disabilities. **Pam Deardorff, MS Ed., Oregon Registry Master Trainer.**

1:30 -4:30 E Sessions – 3 hours (select one)

E-14. **ABC Workshop for Infants and Toddlers- Activating Brain Cells.** *Set One in Learning Environments & Curriculum, Ages 0-3.* It's Childs Play! We will examine the 10 principles that we can use to create appropriate programs for infants and toddlers in our care. We will explore seven strategies that support this environment and make and take 4 projects to use immediately in your classrooms that support each child's development. Come ready to explore and have fun! **Joy Knight,, AA, Lynnwood, WA.**

E-15. **Entiendo a los recién llegados** – *Set Two in Diversity.* Los niños llegan a nuestro cuidado de diversos trasfondos. Necesitamos entender los trasfondos de nuestros niños y familias para servirles bien. ¿Como podemos afirmar las diferencias que encontramos? ¿Que podemos hacer cuando viene conflicto entre los padres y nosotros? Vamos a aprender técnicas concretas para trabajar con niños y sus familias. **Wendy Gutierrez, B.A. & Robinson Gutierrez, M.A.**

E-16. **Integrated Curriculum: Simple to Complex** – *Set Two in Learning Environments & Curriculum.* This workshop focuses on developing curriculum that proceeds from simple to complex while recognizing the environment and its role as the "3rd" or "silent" teacher. Integrating or scaffolding children's learning within a supportive classroom environment raises the quality of every child's experiences. Included are hands-on activities that can be used in the classroom tomorrow! **Berni Kirkpatrick, Oregon Registry Master Trainer-**

E-17. **Inquiry Based Science: Making it the Basis of Your Curriculum** – *Set Two in Learning Environments & Curriculum.* We will examine the National Science Standards and how they apply to early care and education. We will explore and apply effective approaches and strategies for integrating science throughout the learning domains. These domains promote skill development in language/literacy; social/emotional; physical; creativity and cognitive areas. **Donna Bennington, Oregon Registry Master Trainer**

E-18. **Team Building with Grace and Style** – *Set Two in Program Management*
Building a team that works together and reflects kindness and compassion can be easy! Leave with specific ideas on how to strengthen a team with needs as well as thoughts on how to support a strong, established team. **Amy Williams, Oregon Registry Master Trainer**

E-19. **National Accreditation: Making it Happen in Oregon** – *Set Two in Personal, Professional & Leadership Development.* A panel of experts will share perspectives on national accreditation. Directors of accredited centers will reflect on their experiences with the new NAEYC system; a family child care provider will reflect on the NAFCC system; state partners will examine research and Oregon's current focus on accreditation. Panelists and participants will develop ideas for state and local strategies and initiatives to support accreditation and "make it happen" in Oregon. **Beverly Briggs, Ph.D., Oregon Center for Career Development, and a panel of state leaders and NAEYC Accredited Program Directors.**

E – 20. **Mentoring developing teachers as they negotiate institutions** - *Set Two applied for in Personal, Professional & Leadership Development.* In the field of Early Care and Education, there is a growing movement to require increased levels of credentialing of teachers in programs such as Head Start and those that are seeking national accreditation. Facilitating access for the teacher/student requires both change at the institutional level and mentoring for the student. This session will explore institutional barriers to student success (writing levels, language of instruction, transcribing not-for-credit credentials) as well as supporting success for individuals (negotiating college infrastructure). **Amy Potter, M.A. Public Administration, Director, Adelante Maestras Project, Portland Community College.**

E – 21. **Mentoring the Profession** – *Set Two applied for in Personal, Professional & Leadership Development.* It's official! Early Care and Education is transitioning from a field to a profession. Successfully negotiating the transition requires increasing levels of involvement on the part of all professionals. Unfortunately, participation in many professional organizations and activities is in decline at this critical time. This session considers barriers to involvement and explores mentoring as a means of increasing professional engagement. **Christyn Dundorf, Ph.D., Portland Community College.**