CPDS ONLINE OFFERINGS SPRING 2015

Online Offerings

--Please visit this link for a walk-though of the ONLINE Learning registration and completion process. This link will also provide more information about timeframes and the online component as well as the 1 hour webinar that is required.

http://occrra.org/resources/onl_trng/story.html

Spring/Summer Offerings:

English Language Learners 1: (1&2)- April 19-May9 or May 10-May 30

English Language Learners 2: (1&2) May 31-June 20

English Language Learners 3: (1&2) June 21-July 11

English Language Learners 4: (1&2) July 12-July 28

English Language Learners 5: (1&2) TBA

Screening and Assessment 1: May 3-May 16 or June 14-June 27

Screening and Assessment 2: May 17– May 30 or June 28-July 11

Screening and Assessment 3: May 31-June 13 or July 12-July 25

Technology in the Classroom 1: May 3-May 16 or June 7-June 20 or July 12-July 25

Technology in the Classroom 2.1 and 2.2: May 17-June 6 or June 21-July 11

You can go into the system any time within the dates listed and complete the desired training any time within the 2 week window (this is considered part 1). The courses are self paced, so you can do as much or as little of the training as you would like as long as it is completed in the 2 week window. Read all the way through the course description carefully and at the bottom you will also be able to sign up for part 2 which is a 1 hour webinar that you will take place at a specific time after you have completed part 1.

-All listed trainings are SUTQ approved

-See the link to the left for detailed instructions on how to register and complete you online training

-All trainings are provided at no cost

Contact Us

If you need more information about the content offered in each module contact:

Susan Korey-Hirko
330-945-5600 X511404
susank@cybersummit.org

Erin Neff
330-945-5600 X511401
erinn@cybersummit.org

For technical assistance when registering contact:

onlinelearningsupport@occrra.org

What is the CPDS?

The Comprehensive Professional Development System (CPDS) addresses the professional development needs of early learning and development professionals to provide appropriate learning environments for the socio-emotional development, cognitive, language and literacy learning, as well as physical development needs of children from birth to kindergarten entry. All early learning and development professionals will have access to coordinated professional development opportunities and ongoing supports that build their knowledge, competencies and skills for working with young children (birth through kindergarten entry) to achieve the outcomes of Ohio's Race to the Top Early Learning Challenge Grant (ELCG). The target audience for the CPDS is early learning and development professionals who are currently served by multiple state agencies and regional professional development (PD) networks.

Professional Development Offering Descriptions

ELL 1 –6.0 contact hours-This course will serve as a foundation for understanding English Language Learners. The information will provide you with the knowledge of becoming more familiar with English Language Learners and their families. This module will focus on enhancing the curriculum by developing funds of knowledge, universal designs for learning as well as the looking at the relationship between the Early Learning Development Standards and ELL Literacy Practices.

ELL 2– 6.0 contact hours- A critical part of early childhood programming is working with families. Family partnerships and open communication are always considered key elements of the program. How do early care and education professionals create these partnerships and keep communication open when the families speak a different language or come from different culture than the professional? This session will outline best practice in working with families of English language learners including respecting the funds of knowledge that the families bring, resources that can be accessed, and professionals' own practices and differences that can be examined to assist in the establishment of partnerships. This is the second module in the English Language Learners series

ELL 3– 6.0 contact hours-There are shifting demographics across our country that change the way early care and education professionals introduce language in their environments. Currently there are over 110 languages spoken in Ohio and studies have shown that supporting children's home language in their early learning and education settings is a critical component to optimal language development. Come to this session to find out how bilingualism is defined, what the stages of development are for children learning more than one language, and how you can best support these children even if you only speak one language yourself. This session is Module III of the five part series on supporting young English Language Learners.

ELL 4– 6.0 contact hours-Very young children from birth to age three are rapid learners of language. If children of this age group are exposed to more than one language, how is their language development impacted? Recent research has found that there are many benefits for very young children in learning two or more languages. Children exposed to more than one language are often called dual language learners and the "code switching" they learn through the learning process can help strengthen executive brain function. Professionals working with dual language learners do not themselves have to speak other languages to assist children's multiple language development. Come to this module to discover easy strategies you can put into place to support these very young English language learners.

ELL 5- 6.0 contact hours-Populations are changing in our country and more children will be entering programs with English as their second or third language. Professionals working with preschoolers need to know how to identify the ELL population, how to sensitively assess children who are ELL, and how to best support preschoolers who are learning two or more languages. This module will also address the transition of preschoolers who are English language learners to kindergarten settings. This is the fifth module in the English Language Learners series. It is suggested that participants take Module 1, 2, or 3 before Modules 4 or 5.

Technology 1– 3.0 contact hours-This training has been developed to help early childhood professionals use technology in their classrooms. During the training you will be able to view several short videos that show how technology can be used effectively. You will be asked to download the Participant Handbook and print it out. You will use it to reflect on your own practice related to technology, to explore standards and position statements and to make recommendations for the future.

Technology 2– 6.0 contact hours-There are four training goals for this module which tie to the topics that will be addressed. The first goal addresses your basic knowledge of technology terms so that you are comfortable with the terms that are being used in this training. The second goal looks at where and how technology can be integrated into the classroom. You will then be asked to look at how you can be intentional as you incorporate technology to support the children's' learning. Through this training you will also evaluate technology using research-based criteria. You will be asked to download the Participant Handbook and print it out. You will use it to reflect on your own practice related to technology, to explore standards and position statements and to make recommendations for the future.

Screening and Assessment 1- 6.0 contact hours-Assessment is a key part of our work with young children; however, at times, we can find ourselves struggling with terms, using tools that may not provide the information we need, and searching for more efficient and effective options. Overview of Early Childhood Assessment Practices Module contains information regarding key terms associated with the main purposes of early childhood assessment and provides examples of assessment tools used across purposes. More importantly, the module contains information on recommended assessment practice standards and offers guidelines for selecting the right tool for the desired purpose.

Screening and Assessment 2– 6.0 contact hours-Developmental and behavioral screening is a key early childhood assessment purpose. The Developmental and Behavioral Screening Practices module contains information determining if there are concerns with a child's development and if additional assessment is needed. The module provides definitions regarding terms and formats associated with developmental and behavioral screening. The module also contains information on how developmental and behavioral screening tools may be misused and recommended practices for selecting and administering screening tools for use with young children. The module concludes with recommendations for interpreting and using developmental and behavioral screening tools.

Screening and Assessment 3- 6.0 contact hours-The Planning and Revising Learning Opportunities Module contains information on a five step data-driven decision making process early childhood teams should engage in. While "data" is indeed a four letter word, it isn't anything that we should fear or shy away from. When understood and used properly, the use of data can make our work with children and families easier and more effective. The collection and use of data is the most critical component of quality instruction or support.