



# Elevate

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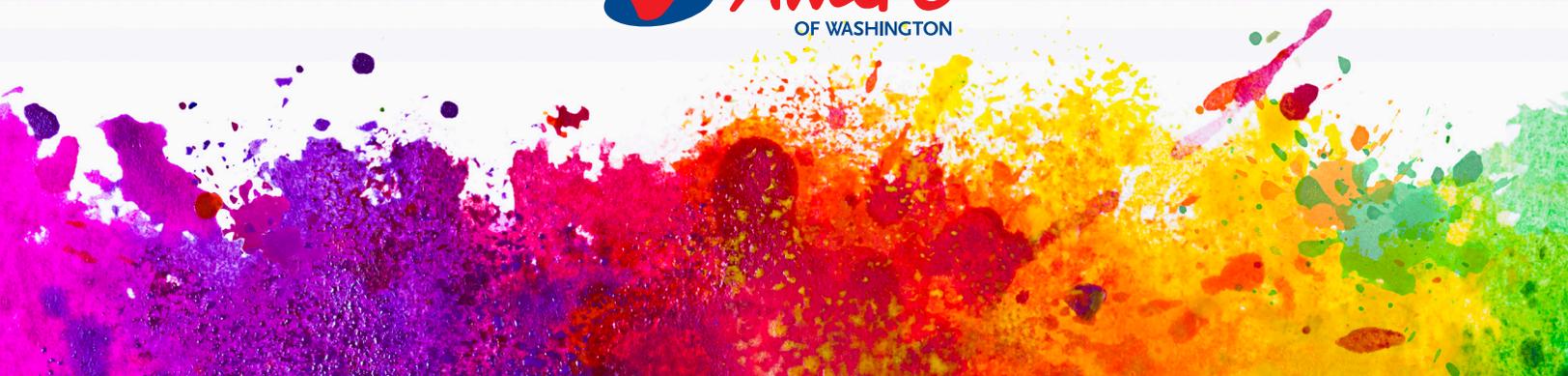
Early Learning Conference®

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*Powerful Possibilities*

September 2020

Tacoma, WA





# Conference Schedule Overview

## Powerful Possibilities

Time	September 2	
9:00 AM	Land Acknowledgement and Keynote	
10:30 AM	Small Group	
12:00 PM	Lunch	
1:00 PM	Session 1	Double Session A
2:30 PM		

Time	September 23	
9:00 AM	Session 5	Double Session E
10:30 AM		
12:00 PM	Lunch	
1:00 PM	Small Group	
2:30 PM		

Time	September 9	
9:00 AM	Session 2	Double Session B
10:30 AM		
12:00 PM	Lunch	
1:00 PM	Session 3	Double Session C
2:30 PM		

Time	September 30	
1:00 PM	Closing	
2:30 PM		

Time	September 16	
9:00 AM	Small Group	
10:30 AM		
12:00 PM	Lunch	
1:00 PM	Session 4	Double Session D
2:30 PM		

### Preset Groups

- Keynote/Closing: Speakers Ijumaa Jordan
- Small and Medium Groups: Cross-Regional groups convened to share learning and form connections

### Participant Choice

- Each session will have up to four 90-minute options and two 3-hour options.
- Participants will sign up in advance for their sessions.



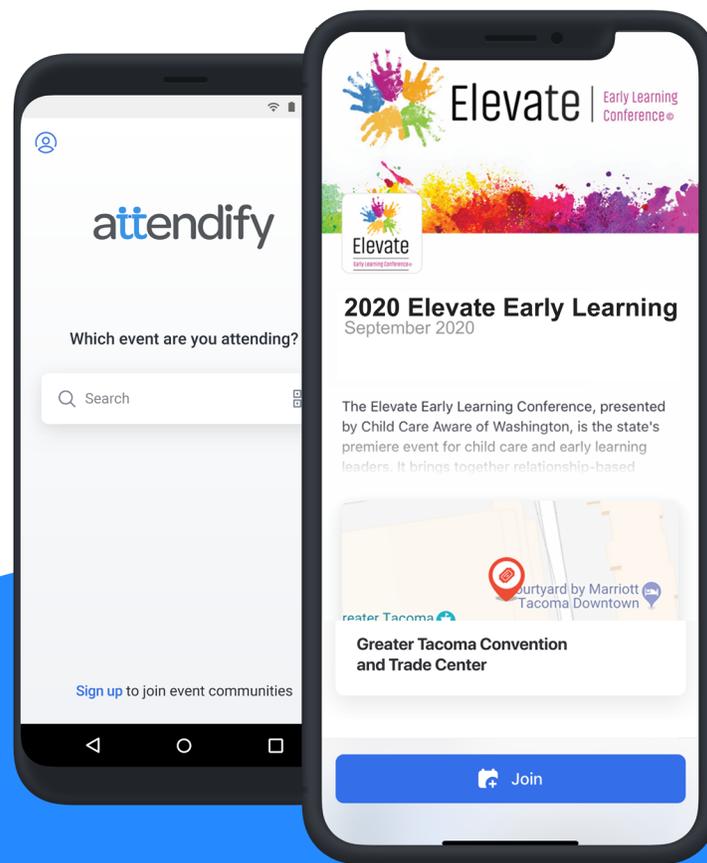
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# 2020 ELEVATE EARLY LEARNING

September 2020



1. Find Attendify App on the App Store or Google Play 
2. After installing, search for the event with event code "2020Elevate"
3. **Sign up** and join the event



# Session Schedule

## SESSION 1

**September 2 | 1:00 PM – 4:00 PM**



### **DOUBLE SESSION | Healing-Focused Discipline**

**Betty Peralta**

This kind of discipline helps adults and children stay connected in conflict. Brains are designed to thrive in relationships, and big growth happens through conflict. Connection in Conflict tools protect you from power struggles and turn you into an ally for problem-solving, even during the most charged of circumstances in these stressful times.

*Identifiers: Child Development, Communication, Interactions, Racial Equity, Resilience*



### **DOUBLE SESSION | Reflective Supervision Skills and Practices**

**Wendy Jans**

If you're a Coach Lead or Coach Supervisor and want to enhance your Reflective Supervision practices, then this session is for you! Join your peers in small group activities to reflect on and practice supervisory skills and strategies. We'll use a culturally responsive lens to examine issues of power and privilege in the supervisory relationship and learn how to create a balance of power for supervisees. Peers will offer feedback to each other on their use of reflective supervision skills and anti-bias practices.

*Identifiers: Coaching, Leadership, Staff Supervision, Strengths-Based Relationship Building*

**September 2 | 1:00 PM – 2:30 PM**

### **Come and Play the Montessori Way! (Part 1)**

**Shelly Perera**

Maria Montessori developed a method of education based on collaborative play, hands on learning, and self-directed activities. This session will focus on the history and philosophy of Maria Montessori and her method as the foundation for implementing the materials which will be demonstrated in Part II.

*Identifiers: Child Development, Curriculum, Environments*

### **Cultivating the Genius of Black Children**

**Debra Sullivan**

Substantial research indicates that Black students have distinct, unique learning styles and preferences. When we create classroom environments that include Black cultural expectations and adult-child interactions, we create opportunities for Black students to excel. Come learn the best practice, the best pedagogy, and the best strategies for teaching Black students and develop an implementation plan to make that happen today.

*Identifiers: Change Process, Child Development, Communication, Environments, Racial Equity*

### **Aligning Supports: How the Family Center Supports the Child Care System**

**Katie Kaiser & Norma Lobo**

Come learn everything the Child Care Aware of Washington Family Call Center does for families daily and how we have adapted our services in response to COVID19!

The childcare crisis was heavily highlighted at the start of the COVID19 pandemic. With childcare being deemed an essential service to keep our hospitals, grocery stores, post offices, social services, and government running, the Child Care Aware of Washington Family Call Center has been quick and nimble in responding to the evolving needs of families during this time. An expansion of the Call Center allowed for remote work and ensured no disruption of service at a critical time for families. The collaboration between Child Care Resources and Child Care Aware of Washington provides families with the most up to date information on childcare program closures and availability during COVID19. As we have grown our family services programs, our services for families in Washington continue to evolve, providing families with; educational support in locating and choosing a quality childcare program, referrals to open childcare programs with availability, navigation support in applying for financial assistance, support for families experiencing homelessness, and information on a variety of resources families need.

*Identifiers: Adult Learning, Communication, Training*



## Engaging Communities in Early Math Discussions

**Katie Sauter, Juan Manuel Flores Jr.**

In this session we will discuss strategies for engaging families and communities in meaningful conversations about early math. We will share strategies to engage diverse communities beyond translation services and discuss tips for engaging in true two-way communication. Specifically, participants will walk away with ideas on how to enable diverse families to leverage math play at home. We will walk through our process for family collaboration through a co-creation process that includes family discussion groups that explore the role of race, place, language, and culture. We will provide ideas on how to use learnings from discussions groups to inform and direct programming and services for families and communities. The presentation will include:

- An explanation of a co-creation model
- A walk through our process for and hosting discussion groups
- A discussion on how to use discussion group learnings to inform and direct programming
- Share out of learnings that we have had from our discussion groups- both about the process itself and community learnings
- Share out of program models and programs that have resulted from co-creation and discussion groups.
- Time for individuals to think about how they can implement learnings from the session to start engaging in this work at their organization/school

*Identifiers: Change Process, Racial Equity*

## SESSION 2

**September 9 | 9:00 AM – 12:00 PM**



### **DOUBLE SESSION | Coaching Strategies and Assessment Toolkit for Child Outcomes Criteria**

**Deborah Roberts**

What if your providers had access to a user-friendly and cost-effective child assessment toolkit which is aligned with quality standards for Child Outcomes criteria?

What if your providers had access to an assessment-based WaKids Alignment?

What if your providers had ready-to-go materials for individualized teaching and learning for children?

What if your providers had child assessment-based resources to support family conferences?

What if your providers had access to an assessment-based continuous program improvement plan template?

Do YOU need a user-friendly toolkit to help you support providers who are opting in for the quality standards criteria for child outcomes? This class is for coaches who want access to resources for supporting providers in achieving quality practices with both formal and informal assessments, collaboratively working with families to set learning goals for children, planning individualized instruction, using children's outcomes to plan for continuous program improvements, and aligning assessments with WAKids measures, including quality standards criteria for child outcomes.

*Identifiers: Change Process, Child Development, Coaching*



### **DOUBLE SESSION | From Non-racist to Anti-racist: Advancing Racial Equity Practices in Coaching, Directing, and Training**

**Ijuma Jordan**

Many of us want to grow in our advocacy and practice of anti-racism. However, new research on racial "colorblindness," implicit bias, harmful cross-cultural communication, and microaggressions is shedding light on some of the ways that even well-intentioned people perpetuate systems of racial inequity—often unconsciously.

In this session, we will reflect and analyze current practices, review the literature, examine scenarios, and then use that newly acquired knowledge to develop action plans for advancing racial equity in our work coaching, leading, and/or providing professional development.

Together, we will make the shift from being passively non-racist to being actively anti-racist. Participants will leave empowered with analysis, tools and relationships that will enable them to better align their intentions with their impact going forward.

Let's get to work building early childhood classrooms, programs, coaching, and professional development systems that are as diverse, inclusive and equitable as they are high-quality!

*Identifiers: Adult Learning, Leadership, Racial Equity*



**September 9 | 9:00 AM – 10:30 AM**

## Facilitating with Finesse

**Connie Dougherty**

Trainers, you want to be gracious and kind, but you know that sometimes you must engage in “crowd control” to give everyone the best experience possible. Come explore strategies for setting the stage and maintaining an environment that is conducive to learning. Let’s talk about how to work effectively with adult learners who might dominate the discussion, engage in side-bar conversations, argue every point, stray from the agenda, or show indifference to the topic. In this session you will learn new facilitation tips and tricks and will have a chance to share what has worked for you in the past.

*Identifiers: Adult Learning, Training*

## Introduction to Inclusion in Early Learning

**Elizabeth Carley, Kristen McLeskey**

This session introduces the concept of inclusion in early learning through an equity lens. Participants will consider examples from classrooms that illustrate the differences between separation, exclusion, integration, and genuine inclusion. Defining features and facts about inclusion will be shared in an engaging, interactive format. Attendees are invited to share their perspective about the benefits of inclusion in early learning for children with special needs, typically developing children, teachers/administrators, and communities. Research on expulsions will be discussed, with emphasis on the implications for children of color. Environmental adaptations and effective practices will be discussed, and participants will learn concrete techniques for increasing inclusion in their programs to best serve children of all abilities.

*Identifiers: Leadership, Racial Equity*

## Powerful Possibilities: Adult Resilience in the “New Now”

**Kim Votry**

The coronavirus isn’t going anywhere, and the effects of COVID-19 will play out for years. We are on a journey to build resilience while being challenged at mental, physical, economic, emotional, and spiritual levels. And the effects on our bodies and minds is significant! Because we work in a relationship-based field, we feel these effects profoundly and must be intentional about our own well-being.

Can we care for ourselves and work at home with children? Can we be resilient and feel our feelings? Has the pandemic helped you get clear about your values? Can we establish new life rhythms that align with those values? How does authenticity feed our souls? How can emotional honesty deepen our relationships? How do we replenish our energy while experiencing the fatigue of grief?

These kinds of questions help guide us on the path of well-being. Through discussion, group activities, and reflective exercises this workshop offers a compassionate, relevant view of resilience and well-being. Participants deepen awareness, reassess prior models, and analyze the messages of their own bodies and minds to gently initiate improved self-care practices that work in the new now.

*Identifiers: Adult Learning, Change Process, Leadership, Resilience*

## Understanding Yourself as a Leader

**Brittany Hartikainen**

Understanding who you are as a leader is key to being a great leader. Knowing your own strengths and challenges will help you understand how to connect better and lead your team with compassion and empathy. Discover what kind of leader you are and how you can use that to your advantage, leading people into growth and positive change.

*Identifiers: Change Process, Communication, Leadership, Strengths-Based Relationship Building*

## SESSION 3

**September 9 | 1:00 PM – 4:00 PM**



## **DOUBLE SESSION | Every Child’s Potential: Practical Strategies for Early Learning**

**Timothy Kieran O’Mahony**

The learning landscape has shifted dramatically in recent months. Striking change applies right across the board from early learning to university and beyond. Traditional teaching and learning models are in disarray. Learning today (and for the foreseeable future) will have to adapt in order to meet new and emergent societal needs. In early learning environments it is now more critical than ever to set children up for success in learning both socially, emotionally, and academically. Foundational principles for neuro-diversity are a mainstay of early learning where neural plasticity, synaptogenesis, and myelin lay structures for strengthening circuits to enhance the child’s formative years.



The social-emotional-academic connection just mentioned is defined in neural substrates that filter through mental models that all parents and caregivers understand, and which deliver essential building blocks in these early years.

In this workshop you will learn foundational information about the child's brain and in particular as it applies to the developmental stage that he or she is in at the moment. In addition, we introduce ideas that help grow the structures in your child's brain so that school and life functional requirements are met. In other words, coaches will receive timely knowledge to help grow the child's brain will needed circuitry, and processes to accelerate cognitive rehearsal and myelination.

*Identifiers: Child Development, Coaching, Curriculum, Infant and Early Childhood Mental Health*

## **DOUBLE SESSION | Using Transformational Coaching to Facilitate and Promote Continuous Quality Improvement (CQI) for Early Learning Professionals and Programs**

**Constant Hine**

In this session I will define and differentiate transactional and transformational coaching. I will introduce the GROOMER Framework for Change™ transformational coaching model and how this approach examines values, beliefs, and behaviors that impact individual professional practices and systems development in a manner that reaches beyond goal setting and action planning to foster Continuous Quality Improvement.

*Identifiers: Change Process, Coaching, Leadership*

## **September 9 | 1:00 PM – 2:30 PM**

### **Initiating Peer Learning Communities**

**Michelle Aguilar, Samantha Stevens**

Have you ever wondered how instructional leaders build community and increase ownership of programmatic changes? Come join us for an introduction to implementing peer learning communities! We will be exploring the process of group dynamics, setting norms that allow for collaboration and individual voice, and how the Plan-Do-Study-Act cycle can allow for deep reflection and continuous progress towards goals.

*Identifiers: Adult Learning, Change Process, Coaching, Leadership*

### **Learning to Walk**

**Debra Sullivan**

Watching babies learn to walk can teach you a lot about yourself and your ability to change. Changing yourself, your perspectives, or your assumptions is not always easy, but it is an essential requirement for the increasingly diverse and dynamic needs of our profession. (2019 keynote follow-up)

*Identifiers: Adult Learning, Change Process, Leadership, Resilience*

### **The Impact of Implicit Bias on the Preschool Classroom**

**William White**

During this session, participants will dive into an in-depth discussion about implicit bias. Participants will listen and discuss case study scenarios where implicit bias was involved and think strategically on how to address it. Participants will walk away with a clear understanding of the impact of implicit bias, and tools to dismantle implicit bias and create a safe and inclusive environment for all.

*Identifiers: Child Development, Curriculum, Leadership, Racial Equity*

### **Transition Time**

**Yadira Escoto**

La transición de una actividad a otra puede ser especialmente difícil para algunos niños. El comportamiento desafiante, las clases grandes y los horarios ajustados también pueden dificultar el tiempo de transición. Ven a aprender estrategias para suavizar esas transiciones, maximizar el aprendizaje y reducir el estrés en los maestros y los niños.

*Identifiers: Adult Learning, Child Development, Curriculum*



## SESSION 4

September 16 | 1:00 PM – 4:00 PM



### **DOUBLE SESSION** | Growing Great Teaching With One Simple Strategy

**Gina Dobberstein**

Goals are good. Achieving them is great! Transforming those goals into deep and lasting change is the key to creating excellence in your program. Join in a lively exploration of the challenges that keep us from achieving (and maintaining) goals and learn why planning, creating and sticking to habits is the key to authentic growth. Together we will practice a simple yet sure-fire strategy to implement as soon as you walk out the door. Want to get growing on those goals and make them stick? This session is perfect for leaping forward on your own plans and for helping others to be their best selves.

*Identifiers: Adult Learning, Change Process, Coaching, Leadership*



### **DOUBLE SESSION** | The Program for Infant and Toddler Care (PITC) Approach to Supporting Social Emotional Development in Infants and Toddlers

**Leah Irwin**

This session will examine the Program for Infant and Toddler Care's (PITC) approach to and philosophy of infant/toddler social emotional growth and socialization. It will begin with an overview of the basic concepts of early social emotional growth and socialization, and their application to a group context. It will also cover the influence of adult and child temperaments on infant/toddler social emotional development, as well as help with understanding infant/toddler behavior through the lens of social emotional development. The session will conclude with the application of the social emotional concepts learned to infant/toddler guidance and discipline.

*Identifiers: Child Development, Environments, Infant and Early Childhood Mental Health*

### Strategic Planning

**Ijumaa Jordan**

Ijumaa will facilitate participants in creating their strategic plan and build ways to have communal support in undoing the racism that is foundational in our institutions, policies, and practices.

*Identifiers: racial equity, leadership*

September 16 | 1:00 PM – 2:30 PM

### Come and Play the Montessori Way! (Part 2)

**Shelly Perera**

Montessori means collaborative play, hands on learning, and self-directed activities. This session will provide lessons that participants can create easily and add to classroom centers. This training will help coaches support providers who would like to enhance their current childcare/home/preschool environment by incorporating select Montessori materials in their classroom.

*Identifiers: Child Development, Curriculum, Environments*

### Supporting Adult Learning Through Coaching

**Jessica Egbert**

In this session you'll discover seven foundational principles for supporting adult learning. You will also have a facilitated opportunity to recognize how you are already supporting adult learning in your coaching practice – noticing what you're already doing well. Finally, you will have an opportunity to explore new strategies coaches can engage in to support their clients as autonomous learners in the coaching partnership. This session is relevant for coaches, coach leads, and coach supervisors.

*Identifiers: Adult Learning, Change Process, Coaching*

### Using the Coaching Companion to Facilitate the Learning Cycle

**Rebecca Cortes**

In this session you will work individually and with others to reimagine and apply your relationship and communication skills to the virtual environment of the Coaching Companion. You will learn effective strategies for exploring and discovering your best self to bring to your professional relationships in a virtual environment.

*Identifiers: Coaching, Communication, Strengths-Based Relationship Building, Virtual Coaching*



## September 23 | 9:00 AM – 12:00 PM



### **DOUBLE SESSION** | Co-Creating Relationships of Mutual Trust and Respect with the 7 Childhood Treasures

**Carol Scott**

In this surprising session, the child you once were invites you for a chat. That “child you were” faced windows of opportunity to develop capacities you now need...but did the younger you step through before they closed? Let’s ask. Your infant self can tell us about how you learned to trust. The toddler you were learned the fundamentals of mutual respect, now wired into the boundaries you bring to work. Did you get what you needed back then, or could it be time for some Development Do-Overs? Developmental opportunity never ends; new windows can be opened. Brains are incredibly resilient in their ability to adapt, even to physical damage, and to re-learn what appears to have been lost.

This 7 Childhood Treasures workshop invites you back to your early years for some re-wiring of patterns that are counter-productive in your work as an RBP now. Gain more confidence in yourself and your partners; more ease in co-created partnerships. Become a more Self-governed, Ego-aware, Leading, and Free S.E.L.F. as you explore the origins of your social skills. Become more capable of responding, rather than reacting. Build a greater understanding of positional power dynamics in negotiations. Re-locate or dust off your capacity for delight and dreaming, to bring more energy to your professional partnerships. Knock. Knock. The child you once were would like to chat. Come on in.

*Identifiers: Leadership, Resilience, Strengths-Based Relationship Building*



### **DOUBLE SESSION** | Engaging Environments in a Pandemic

**DeEtta Simmons**

Keeping learning environments engaging during a pandemic is difficult because of frequent policy changes and limited resources. This session will focus on ways to leverage your space to support health, safety, and positive behavior while still having fun and leaving plenty of time for play! Join us for resources and discussion, bring your ideas and questions to share!

*Identifiers: Change Process, Coaching, Environments, Leadership, Policy,*

## September 23 | 9:00 AM – 10:30 AM

### Enhancing Your Coaching Toolbox: Using a Continuum of Facilitation & Interaction Strategies

**Constant Hine**

In this session coaches will learn to enhance and intentionally use a toolbox of facilitation strategies. We will define and differentiate the continuum of professional development strategies – teaching/training, consulting/TA, mentoring and coaching – that “change agents,” use to improve their own effective practices and increase the quality of their coaching efforts. We will clarify the unique purpose, responsibilities, perspectives and tools for each of these strategies so coaches can intentionally choose which strategy to use to individualize for the needs of each learner for them to achieve successful outcomes and sustainable change.

*Identifiers: Adult Learning, Change Process, Coaching, Leadership*

### Preparing the Foundation for Black Male Teachers in Early Childhood Education

**William White**

In early childhood education, there is a lack of Black and Brown male teachers. Though research has shown the impact of Black male teachers, there is a lack of research on how to successfully recruit, grow, and retain them. This session will share the important foundational work necessary to increase the presence of Black and Brown male teachers. Participants will also learn about My Brother’s Teacher, a collaborative effort to increase the presence of Black and Brown male teachers in Seattle, Washington.

*Identifiers: Child Development, Curriculum, Leadership, Racial Equity*

### Strengthening Collaborative Relationships: Tribal Sovereignty Training for Early Learning Professionals

**Kristopher Peters**

This session will provide participants with a brief overview of the history of the tribes of Washington State. It will also explain tribal sovereignty and the unique cultural and legal status of tribal governments. This session will prepare coaches to work with providers in tribal settings by understanding cultural protocols and basic government to tribal government relationships.

*Identifiers: Communication, Racial Equity, Strengths-Based Relationship Building*



## Understanding the Roots of Behavior: Train-the-Trainer Session

**Susan Burnham**

Trainers, do you want a new curriculum to teach but lack the time to write one yourself? This session offers state approved trainers a chance to explore the “Understanding the Roots of Behavior” training and become competent in teaching it to childcare providers. This train-the-trainer presents the updated version of the class, written by Connie Dougherty several years ago. Participants will leave with the newly revised PowerPoint, trainer notes, and handouts, as well as the confidence to provide workshops on the information. Below is the class description for “Understanding the Roots of Behavior”: Challenging behaviors are often the result of unmet needs; when needs are met through relationships, children will behave better and be ready to learn. Hear about five causes of challenging behavior and learn about the ten important social and emotional needs of children and what you can do to meet those needs.

*Identifiers: Adult Learning, Curriculum, Strengths-Based Relationship Building, Training*



# Plenary Speaker Profile

Ijumma Jordan

## About Ijumaa

Ijumaa's transformative consulting and teaching focus on anti-racism in early childhood, play and equity, reflective and culturally responsive teaching and pedagogical leadership practices. Through speaking engagements, workshops and individual mentoring, she supports educators to develop play-based, anti-bias, emergent curriculum.

Ijumaa brings both theory and practice to her work. Her undergraduate and Master's degrees in Human Development focused on early childhood and adult education respectively and give Ijumaa a unique understanding of both how children and adults learn best. With over twenty-five years of practice as a teacher, leader and mentor she discerns from among a variety of tools and approaches to find the best fit for learners and educators. Many educators stay in touch by joining her growing online group "Play and Equity".

## Sessions

### ***Opening Plenary – A Dialogue with Elders***

This panel will include Black, Indigenous and People of Color (BIPOC) sharing their historical knowledge and current thinking around powerful possibilities and a call to action for the various roles people hold in resource and referral agencies. This offering will give a spotlight to our elders' stories that are not widely known.

### ***Session 2 – From Non-racist to Anti-racist: Advancing Racial Equity Practices in Coaching, Directing, and Training***

Many of us want to grow in our advocacy and practice of anti-racism. However, new research on racial "colorblindness," implicit bias, harmful cross-cultural communication, and microaggressions is shedding light on some of the ways that even well-intentioned people perpetuate systems of racial inequity—often unconsciously.

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Together, we will make the shift from being passively non-racist to being actively anti-racist. Participants will leave empowered with analysis, tools and relationships that will enable them to better align their intentions with their impact going forward.

Let's get to work building early childhood classrooms, programs, coaching, and professional development systems that are as diverse, inclusive and equitable as they are high-quality!

### ***Session 4 – Strategic Planning***

Ijumaa will facilitate participants in creating their strategic plan and build ways to have communal support in undoing the racism that is foundational in our institutions, policies, and practices.

### ***Closing Plenary – Sharing from the Field***

This session will feature stories of how people have begun to make their powerful possibilities into realities again centering the voices and work of BIPOC.





## Presenters



### **Michelle Aguilar**

#### ***Initiating Peer Learning Communities***

Michelle Aguilar has over 30 years of early learning experience, from working directly in child care to working for the last 18 years at ESD 112 supporting Child Care programs. She currently oversees the Early Achievers program in Southwest Washington, the Infant Toddler program (B-3 Quality Initiative), and the FFN program (1-2-3 Grow and Learn). Michelle believes in building leaders that can carry the work forward and build a better system for all.



### **Susan Burnham**

#### ***Understanding the Roots of Behavior: Train-the-Trainer Session***

Susan believes adults and children learn best through hands-on experiences. She strives to create a learning environment that is safe and stimulating, providing learners with many opportunities to practice new ideas and challenging each us to see multiple perspectives. Susan has worked as both a teacher and a manager in a range of education programs, including public schools, private preschools, museums, and community programs. In these setting she has created early learning environments that are child-centered, play-based, and developmentally appropriate. The curriculum she has developed focuses on creating a classroom learning community, building language and social skills, and integrating the arts and STEM learning throughout. As an early learning coach and trainer, Susan provides hands-on learning experiences, best practices, research, support, and appropriate challenges to help providers reach their goals.



### **Elizabeth Carley**

#### ***Introduction to Inclusion in Early Learning***

Liz received her Bachelor of Science and Master of Arts degrees in Occupational Therapy as well as her Doctorate of Occupational Therapy from the University of Southern California. She grew up in Seattle and then spent 18 years in Los Angeles where she practiced in community-based mental health, providing occupational therapy mental health services to children and families. Prior to moving back to Seattle, she served as Assistant Professor of Clinical Occupational Therapy and Director of Admissions for the Chan Division of Occupational Science and Occupational Therapy at USC. She is excited to help promote social and emotional well-being and secure and nurturing relationships between children and caregivers through her role in mental health with the IMPACT™ program.



### **Rebecca Cortes**

#### ***Using the Coaching Companion to Facilitate the Learning Cycle***

Rebecca C. Cortes is a research scientist at Cultivate Learning at the University of Washington. She has been involved in the professional development of educators for 20 years and her focus is on the role of educators in promoting social and emotional learning in young children. She also is involved in evaluation research at Cultivate Learning and in community settings. She has a PhD in Human Development and Family Studies from Penn State University.



### **Gina Dobberstein**

#### ***Growing Great Teaching With One Simple Strategy***

Gina Dobberstein, MA is the founder of Here We Grow. With over 30 years in education, Gina is passionate about inspiring authentic and lasting growth for teachers, coaches and leaders. She has a rich and diverse background with experience as a teacher, leader, coach, faculty, curriculum writer and charismatic speaker. With a deep knowledge of evidence-based, best practices for teaching children from birth to 3rd grade, Gina focuses on building key habits to keep teachers feeling motivated, supported and successful in their ongoing growth and learning goals. Here We Grow aims to cultivate excellence in education through resources, training, and coaching that is respectful and encouraging.



### **Connie Dougherty**

#### ***Facilitating with Finesse***

Connie Dougherty is the Professional Development Coordinator for the Olympic Peninsula region of Child Care Aware and has been an early childhood instructor for 20 years. She holds an M.Ed. in Early Childhood Administration. Before joining the Child Care Action Council, she served as a family home childcare provider, a preschool teacher, and private elementary school principal. She never stops trying to improve the way she engages adult learners and says her best ideas come out of discussions with other trainers.



## Jessica Egbert

### ***Supporting Adult Learning Through Coaching***

Jessica Egbert, M.Ed Adult Learning and Education, is an adult learning specialist at Cultivate Learning at the University of Washington. She has been designing and facilitating professional development opportunities for adults for 18 years. Trainings have ranged in size (1:1 to over 1000) and format, including in-person, online, asynchronous and synchronous. Participants have included faculty, higher education administrators, and early childhood education coaches and educators. She is the program manager for the Certificate in Practice-Based Coaching at the University of Washington, and for Circle Time Magazine, a professional development package published at Cultivate Learning, at the University of Washington.



## Yadira Escoto

### ***Transition Time***

Yadira Escoto holds an Associate degree in Early childhood development and over 30 years of experience. Yadira has a variety of experience in early learning which includes Teaching in an ECEAP program and Head start from birth to preschool age. Currently she works for Community- Minded Enterprises home providers and children to improve the lives of children in early learning programs. Her expertise includes instructional & facilitation support to center staff and home childcare providers enhance their instructional quality according to children’s needs and developmental level. Yadira is working on getting her B.A. specializing in ECE at Heritage University.as an Early Achievers Coach for the Eastern Region. Yadira’s mission and passion are to work with families.



## Juan Manuel Flores

### ***Engaging Communities in Early Math Discussions***

Juan is Zeno’s Community and Family Program Manager who is focused on working with community to center their needs, experiences, and cultural connections to create programming for community. Juan believes that “education is a basic human right and the more we help educate and empower, the more it will help liberate communities of color from systematic oppression.” The work he does at Zeno not only strives to create a math foundation for children and their community but allows this to happen through the joy of play and family engagement. We all deserve spaces of joy in our lives and if we can learn while doing it then let’s do it!



## Brittany Hartikainen

### ***Understanding Yourself as a Leader***

Brittany Hartikainen is an Early Achievers coach for Eastern WA with a passion for leadership and early learning. She has over 16 years of experience in the early learning field, 6 of those years as the Director of a Childcare Center. She completed her Master’s in Management and Leadership from Western Governors University and has used her experience and education to pave the way for the early learning industry through advocacy. Her goal is to see that all children have equitable access to quality childcare and preschool, so that each child is prepared for kindergarten; and that early learning professionals are recognized with respect and compensated fairly for their impactful work with young children.



## Constant Hine

### ***Using Transformational Coaching to Facilitate and Promote Continuous Quality Improvement (CQI) for Early Learning Professionals and Programs***

#### ***Enhancing Your Coaching Toolbox: Using a Continuum of Facilitation & Interaction Strategies***

Constant Hine is a nationally recognized dynamic, motivational and inspirational speaker, coach, adult educator, consultant and author. Constant has over 38 years’ experience in early childhood as a classroom teacher, adult educator, coach, consultant and author of several books. She has an MA in Teaching/ECE from Nova University in Ft. Lauderdale, FL.

Constant currently lives in Denver, CO. Constant specializes in transformational learning, coaching, and leadership that engages learners and professionals to make lasting, deep and sustainable changes. Constant has authored several books including: Coaching For Success, Engaging Adult Learners Using Multiple Intelligences: Toolkit of Adult Education Instructional Strategies, and Engaging Young Learners. Her new book Transformational Coaching for Early Childhood Educators (RedLeaf Press, 2019) explores the The GROOMER Framework for Change™ coaching model she developed and has taught since 1992.



## Leah Irwin

### ***The Program for Infant and Toddler Care (PITC) Approach to Supporting Social Emotional Development in Infants and Toddlers***

Leah Irwin has over 20 years of early learning and child development professional experience. She has worked in various areas of the field, including private and non-profit child care, preschool teaching, Child Protective Services, Applied Behavioral Analysis (ABA), ECE university teaching, and Head Start/Early Head Start management. She is currently working with Child Care Aware of WA as a Program Manager for Quality Improvement. Leah is completing her Program for Infant and Toddler Care (PITC) certified trainer work, and is experienced in delivering trainings to adult learners. She holds a B.S. degree in Developmental Psychology from Eastern Washington University, and a M.S. degree in Family and Child Studies from Miami University of Ohio. She is passionate about high quality child care and early learning for all of our State's children, with a particular passion for our most vulnerable infants and toddlers. Leah spends her spare time with her husband, two daughters, many family pets, and doing crafting, gardening, and most recently, horse activities.



## Wendy Jans

### ***Reflective Supervision Skills and Practices***

Wendy Jans has worked in the field of early childhood and family support for over 30 years, providing services to infants, toddlers, preschoolers and parents in a variety of settings, primarily Early Head Start and Head Start. She has been a reflective supervisor, trainer, mentor and coach, supporting directors and home visitors as well as preschool teachers. Wendy is a coach consultant and trainer at Cultivate Learning at the University of Washington (UW). She is the lead instructor in the UW Certificate in Practice-Based Coaching.



## Ijumaa Jordan

### ***From Non-racist to Anti-racist: Advancing Racial Equity Practices in Coaching, Directing, and Training***

As a sought after speaker, workshop presenter, and diversity and equity educator, Ijumaa specializes in working with education leaders with focuses on supporting educators of adults and children to engage in equity and diversity topics such as: equitable policies and practices, culturally relevant and responsive teaching, and developing anti-bias education for young children and adults.

Through keynote talks, workshops and one-on-one mentoring, Ijumaa brings more than twenty five years of teaching children and adults, and leadership in early education and non-profit organizations. With a strong belief in the value of social justice and equity, Ijumaa shares her skills and experiences in all her professional development offerings.



## Katie Kaiser

### ***Aligning Supports: How the Family Center Supports the Child Care System***

Katie manages services provided directly to families within the Family Services Department at Child Care Resources, including child care resource and referral services and child care subsidy navigation provided through the Child Care Aware of Washington Family Center (statewide call center); child care subsidy services provided for low-income families; intensive case management services (Pierce and King Counties) to improve access to high quality early learning supports for families experiencing homelessness; and early learning system navigation services provided directly to families at the Allen Family Resource Center (a collaborative project with Mercy Housing, Refugee Women's Alliance and Mary's Place). She is a passionate advocate for children, youth, and families and has spent her career managing programs in transitional housing, youth mentoring, higher education access and most recently, early learning. Katie holds a Master's in Public Administration with a Non-Profit Management Certificate from the University of Washington.



## Norma Renteria Lobo

### ***Aligning Supports: How the Family Center Supports the Child Care System***

Norma supervises the Child Care Aware of Washington Family Call Center, a statewide childcare information and referral service for families. Through her work in childcare, serving in the statewide Call Center, in subsidy, and in her commitment to closing the opportunity gap for children of color, Norma has devoted her career to children, families, and providers. As a first-generation immigrant woman of color, Norma is an avid advocate for immigrant/refugee people of color. Norma is most interested in advocacy centering early learning with an anti-racism lens and pushes for equity, so all children have the best start in life and are kindergarten ready.



## Kristen McLeskey

### ***Introduction to Inclusion in Early Learning***

Kristen believes that all children deserve high quality, inclusive early learning opportunities, yet there is a huge unmet need for inclusive care in our community. As an Inclusion Consultant with the Northwest Center IMPACT program, she is dedicated to expanding access and building the capacity of educators to support children with special needs. Kristen has served children and families for over 10 years through roles in early intervention and mental health. She holds a B.A. from Emory University and an M.S. in Clinical Psychology from Augusta University.



## Timothy Kieran O'Mahony

### ***Every Child's Potential: Practical Strategies for Early Learning***

Dr. Kieran O'Mahony is a founding member of the Institute for Connecting Neuroscience with Teaching and Learning (iCNtl)—a Seattle-based nonprofit that provides professional development for pre-K–12 teachers with a view to improving learning outcomes. As a learning scientist with a focus on cognitive neuroscience, Dr. O'Mahony carried out systems research at the University of Washington College of Education LIFE Center (Learning in Informal and Formal Environments), the first NSF-funded Science of Learning Center that studied the social aspects of how children learn. LIFE consisted of a collaborative research team from tier-one universities and research institutes including the following: University of Washington College of Education, Stanford University College of Education, Stanford Research Institute (SRI), and the Institute for Learning and Brain Science at the University of Washington (ILABS). As new knowledge is disseminated and insights are made at the biomolecular level in brain labs, and as research results emerge from modern scanning devices, iCNtl experts translate these findings into practices and processes for teaching and learning. The goal is to discover and invent applications that impact teaching and training in schools, workplaces, and at home.

Dr. O'Mahony's other research interests include sociocultural perspectives on cognition, learning, graphical representation, and use of technology in formal and informal learning environments. He explores diffusion of innovations systemically across multiple learning environments and stakeholder communities. In particular, he is interested in teacher/learner interaction across various settings, including multidimensional design-based implementation research in various workplace and academic institutions.



## Betty Peralta

### ***Healing-Focused Discipline***

Betty Peralta, MIT, MSc, IMH-E® (III) trains on The Neurorelational Framework, an anti-biased, trauma-focused, and neurobiological approach to therapy, parenting, and education. She is Parenting Coach for a domestic violence shelter, Parent Educator for two cooperative preschools, Infant Mental Health Reflective Consultant for home visitors, and Child Development Specialist in her practice, ALTA: Alternative Learning and Therapeutic Avenues. She can be reached for training and consulting at [www.altavenues.com](http://www.altavenues.com).



## Shelly Perera

### ***Come and Play the Montessori Way! (Part 1 & Part 2)***

Shelly Perera, founder of Small World Montessori and Grow Positive, is a trainer and speaker on the topics of Leadership, Montessori, Positive Discipline and Special Needs. Her passion is public speaking, training and staying connected to her preschool community which she has owned for over 20 years. She has a wonderful husband of 30 years and two fantastic sons, ages 21 and 14. Her hobbies are running, reading, and traveling.



## Kristopher Peters

### ***Strengthening Collaborative Relationships: Tribal Sovereignty Training for Early Learning Professionals***

My name is Kristopher (Kris) Klabsch Peters; I am the Chairman of the Squaxin Island Tribe. I have a diverse work history that includes being the Early Learning Tribal Liaison at the Department of Children, Youth & Families, three years as the Tribal Administrator for the Squaxin Island Tribe and nearly 20 years in public safety and social work in Indian country. I am also currently an adjunct professor at the Evergreen State College in Native Studies. I hold an Associate in Arts degree from Grays Harbor College, a Bachelor of Arts with an emphasis on Federal Indian Law and Tribal Governance from The Evergreen State College and a Master of Public Administration, Tribal Governance degree from The Evergreen State College. I live in Olympia with my wife Brandi and our two children, Kody and Shae.



## Deborah Roberts

### *Coaching Strategies and Assessment Toolkit for Child Outcomes Criteria*

Debbie is an experienced early learning professional, having taught young children earlier in her career as a mentor teacher and later teaching adults at the college level. She holds a master's degree in human development, with an emphasis in teaching early childhood education coursework. She holds a bachelor's degree in child development, and a birth to grade-3 teaching and administrative credential. In these roles, she has implemented and taught adult students and staff how to observe children's play, work, and routines as a way to assess children's growth, utilizing child development profiles and portfolios as a means for planning curriculum, developing learning goals for children with families, and for measuring program quality and growth. Debbie's core belief is that everyone can excel and become their potential. Her role is to see what is possible and to grow potential.



## Katie Sauter

### *Engaging Communities in Early Math Discussions*

Katie currently works as the Assistant Director of Programs at Zeno. She has held different roles at Zeno including Early Learning Program Manager and Early Learning Math Specialist. She is a former Head Start teacher and prior to her return to Zeno, Katie worked as an Early Learning Consultant while living in Dublin, Ireland. Katie has a MS from Johns Hopkins University in Early Childhood Education.



## Carol Scott

### *Co-Creating Relationships of Mutual Trust and Respect with the 7 Childhood Treasures*

Now an author and TEDx speaker, Dr. Scott has long been known as a thought leader in early childhood, after consulting on development of the systems in five states. Past-president for Child Care Aware® of America's board, past-chair of the Missouri Coordinating Board for Early Childhood (the State Advisory Council required by the Head Start Act), she also served as the early years content expert on the Missouri Children's Services Commission. As a consultant, Dr. Scott has worked at the leading edges of our early years systems, including in quality rating and improvement, professional development competency, fee-assistance (subsidy), and shared services business models. She holds an MA degree in Early Childhood Education and a Ph.D. in Developmental and Child Psychology, both from the University of Kansas. With more than 40 years in the field of early childhood, she has a wide variety of experiences.



## DeEtta Simmons

### *Engaging Environments in a Pandemic*

DeEtta Simmons is a senior director at Cultivate Learning at the University of Washington. DeEtta leads the data collection team which is specialized in assessing program quality and providing objective data for coaching and quality improvement efforts. Before joining the Early Achievers team DeEtta spent 17 years in the field of early learning in a variety of roles including teacher, director, and family childcare provider. DeEtta is dedicated to supporting high quality early learning and loves working at Cultivate Learning because of the team's commitment to their core values of service, equity, belonging, diversity, innovation and quality.



## Samantha Stevens

### *Initiating Peer Learning Communities*

After starting her career in Elementary Education, Sam moved to Washington State and began working directly with child care programs in teaching and administrative roles. She has recently obtained her MS degree in Early Childhood Education Studies and works with an incredible team focused on exploring and applying evidence-based practices. Through her work with ESD 112, Sam is able to fulfill her passion of working with other adults to engage collaboratively to promote positive child and family outcomes, build confidence and creativity, and grow from the sharing of multiple perspectives and experiences.



## Debra Sullivan

### *Cultivating the Genius of Black Children Learning to Walk*

Dr. Debra Ren-Etta Sullivan is Founder & Executive Director of Ashé Preparatory Academy, a P-12 inclusion school model based on cultivating genius for community action. Dr. Sullivan served as the Dean of Applied Behavioral Science at Seattle Central College, providing leadership for Early Childhood/Family Studies, Social & Human Services, and Parent Education. Prior to that, she was the Campus Dean of Pacific Oaks College Northwest where she prepared Early Childhood, P-3, and



K-8 teachers to work specifically with children of color, children learning English, and children from low-income families. She continued this work as the Co-Founder & President of the Praxis Institute for Early Childhood Education with a focus on Leadership and Social Change. The author of three books, Dr. Sullivan's third book, *Cultivating the Genius of Black Children*, guides teachers in creating classrooms that support the learning needs of Black children and many other children with similar learning styles and preferences. Her current work pulls all of this together in the founding of Ashé Preparatory Academy, which is designed around decades of research regarding what works best for our most vulnerable, underachieving students and what it looks like when that research is implemented school-wide. Dr. Sullivan has a doctorate in Educational Leadership, a master's in Curriculum and Instruction, and a bachelor's in Cultural Anthropology. She was also awarded an Honorary Doctor of Humane Letters.



### **Kim Votry**

#### ***Powerful Possibilities: Adult Resilience in the “New Now”***

Kim Votry has spent her life engaging with learners of all ages and from many walks of life. Currently she works at Cultivate Learning as a curriculum specialist and professional development trainer. Her passion is to improve educational experiences for children by supporting the adults who work with them. As a trainer and coach, Kim uses humor, storytelling, and a collaborative learning style to help educators reconnect with their values, rekindle their creativity, and recommit themselves to the children they work with. Kim is the author of five children's books and multiple guided meditation CDs.



### **William White**

#### ***Preparing the Foundation for Black Male Teachers in Early Childhood Education***

#### ***The Impact of Implicit Bias on the Preschool Classroom***

William L. White, Jr. hails from Fredericksburg, VA and is in his third year of doctoral studies in special education at the University of Washington. William received his B.A. in political science/pre-law and his M.Ed. in special education from Virginia State University located in Petersburg, VA. William also holds an Ed.S. in Early Childhood Special Education from The Graduate School of Education & Human Development at The George Washington University. William worked as a special education teacher in both Virginia and South-East Washington, DC, for ten years. Currently, he still provides pro-bono special education consulting to families of students now or in the process of receiving special education services in the Washington, D.C. area.

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