

Trying Together



# Professional Development Catalog

2019-2020

[www.tryingtogether.org](http://www.tryingtogether.org)

## Supporting Early Educators

Dear Early Educator:

For more than 55 years, Trying Together has supported the work of early childhood with a dedication to making sure every caregiver feels valued.

In pursuit of this vision, Trying Together not only offers courses that always provide Pennsylvania Quality Assurance System (PQAS) and Act 48 credits, but also offers a plethora of professional growth opportunities, resources, and services. Within this catalog, you can read brief descriptions of each. If you are interested in something not currently listed, feel free to contact our Quality Initiatives team who look forward to helping you meet your goals, and maintain and improve the quality of your early learning setting.

For those of you who have known us throughout your career, you'll note that it has been several years since Trying Together provided a catalog of its professional development offerings. In summer 2019, Trying Together partnered with the Allegheny County Department of Human Services to manage quality support for all Allegheny County early learning programs serviced by Early Learning Resource Center (ELRC) Region 5. As part of this work, we are continuing and enhancing our commitment to providing quality services and supports that meet the unique needs of our region's early care and education professionals. This work includes making our course catalog available publicly.

With the year almost over, we are working to update and add more course offerings to ensure we are meeting the demands of both the field and new quality ratings and standards set by the Pennsylvania Office of Child Development and Early Learning's (OCDEL) Keystone STARS Quality Rating and Improvement System (QRIS). In early 2020, we plan to release a comprehensive update to this catalog. In the interim, we look forward to working together with you to support your goals and improve quality at your early learning program.

Sincerely,

**Cara Ciminillo**

Executive Director, Trying Together

**Jan Sapotichne**

Associate Executive Director, Trying Together | Assistant Director/  
Director of Quality Support Services, ELRC Region 5



## Courses

To support the work of early childhood, Trying Together provides professional development courses that align with:

- Childhood Development Associate Credential (CDA) Requirements
- Keystone STARS Performance Standards
- NAEYC Professional Standards and Competencies for Early Childhood Educators
- Pennsylvania's Core Knowledge Competencies (CKC)
- The Charlotte Danielson Framework for Teaching

Courses included in this catalog highlight the following key focus areas and can be facilitated both online and in-person:

- Developmentally Appropriate Practice (DAP)
- Inclusion
- Interactions
- Leadership
- Play

## Request Professional Services

Focusing on early childhood professionals working in home, center, and school-based settings, Trying Together offers custom professional development sessions both online and in-person. Each session is targeted to specific individuals, group goals, interests, and needs. To request professional services, complete the service request form on the Trying Together website: [bit.ly/custom-PD](http://bit.ly/custom-PD)

## UnConference

An UnConference is an innovative professional growth opportunity that aims to establish a deeper learning experience around a highlighted theme. As part of the program, attendees hear from local and national speakers and engage in hands-on workshops. Trying Together hosts several UnConference events per year as part of an annual series.

To learn more, visit the UnConferences page: [bit.ly/UnConferences](http://bit.ly/UnConferences)

## Everyday Interactions Matter

EIM is a professional development initiative that helps early childhood educators learn and grow from their own practice by highlighting the single-most essential ingredient of early childhood quality: everyday interactions.

To learn more, visit the EIM website: [www.everydayinteractions.org](http://www.everydayinteractions.org)

## Message from Me

MfM serves as a tool for young children to communicate with their families about their daily activities and learning experiences through the use of digital pictures and recorded audio messages.

To learn more, visit the MfM website: [www.messagefromme.org](http://www.messagefromme.org)

Made possible by



## Child Development Associate (CDA)

In early childhood education, CDA is the most widely recognized credential and a key element on the path to career advancement. (Council for Professional Recognition, 2017.)

Early care and education professionals can: receive support from other providers; access new resources; and increase knowledge of high-quality early childhood environments by participating in one of Trying Together's CDA regional cohorts. Throughout the program, our trained instructors provide guidance on how to: develop a Professional Resource File; prepare for the written assessment; train for the Oral Situational Interview; and achieve one's next career goal. Coursework is administered in both a classroom setting and online.

## Induction

Trying Together is pleased to provide a Pennsylvania Department of Education (PDE)-approved, Early Education-specific Induction Program consisting of 18 hours of Professional Development and 12 hours of Mentoring. These hours will incorporate both online coursework and in-person and mentored learning community sessions focused upon the Charlotte Danielson Framework for Teaching and the Pennsylvania Core Knowledge Competencies for Early Childhood and School-Age Professionals.

For Teacher Evaluations, Trying Together provides a qualified evaluator with early education experience to conduct the required evaluations to obtain or maintain Level II certification.

## Contact Information

For more information on our courses, CDA, Induction, or professional services, please contact:

**Allison Hritz**  
Professional Learning Coordinator  
[allison@tryingtogether.org](mailto:allison@tryingtogether.org)

## Early Learning Resource Center (ELRC) Region 5

Since July 1, 2019, current and future licensed Allegheny County early learning programs work with Trying Together's ELRC staff to meet high-quality standards. In Pennsylvania, ELRCs provide a single point-of-contact for families, early learning service providers, and communities to gain information and access services that support high-quality child care and early learning programs. The Allegheny County Department of Human Services partners with OCDEL to support ELRC Region 5 in partnership with The Alliance for Infants and Toddlers and Trying Together.

**To learn more, visit the ELRC Region 5 website:**  
[www.elrc5.alleghenycounty.us](http://www.elrc5.alleghenycounty.us)



## Table of Contents

Introduction	4
Contact Information	4
Table of Contents	5
Course Focus Areas	5
Course Catalog	6

### **K1: Child Growth and Development** 6

#### **Developmentally Appropriate Practice (DAP)**

- Developmentally Appropriate Practice: Infants, Toddlers, and Preschoolers

#### **Diversity & Inclusion**

- What is Autism? A Discussion About Autism Spectrum Disorders
- Creating Bright Futures: A Vision for Including Young Children with Disabilities in Your Infant Toddler Classroom
- A Tapestry by Design: The Developmentally, Individually, and Culturally Responsive Classroom

#### **Interactions**

- Everyday Interactions Matter: Part 1 – Noticing the Simple and Ordinary

### **K2: Curriculum and Learning Experiences** 8

#### **Developmentally Appropriate Practice (DAP)**

- Positive Guidance Strategies to Facilitate Social and Emotional Development

#### **Diversity & Inclusion**

- Inclusion in Theory and Practice

### **Interactions**

- Using What You Know about Temperament to Promote Positive Social and Emotional Development
- Creating and Maintaining a High-Quality Classroom Environment

### **Play**

- The Importance of Play in Early Childhood

### **K3: Family, School, and Community Collaborations and Partnerships** 10

#### **Diversity & Inclusion**

- Working with Diverse Families: Supporting Dual Language Learners
- Cultural Consciousness and Awareness in the Early Childhood Field

#### **Interactions**

- 4-Part Series: Family Engagement
- Flip It! Turning Collaborations Between School and Families into Positive Communication Experiences
- Let's Empower Families: Positive Interactions Make a Difference

### **K4: Assessment** 12

#### **Developmentally Appropriate Practice (DAP)**

- Using Ages and Stages Questionnaires® as a Screening Tool
- What is Assessment? Formal and Informal Assessment Strategies in Early Childhood Education
- Observation in Early Childhood Education
- Observation, Assessment, and Developmental Screening Tools

#### **Diversity & Inclusion**

- Identifying Developmental Differences in Early Childhood
- Including Children with Developmental Differences in Early Childhood

### **K5: Communication** 14

#### **Interactions**

- Communication: Going the Extra Mile
- Getting in Tune: Effective Communication
- Exploring Communication Styles in Professional Relationships
- Growing Relationships: Effective Communication Strategies for Building and Maintaining Professional Relationships in Education

### **K6: Professionalism and Leadership** 16

#### **Diversity & Inclusion**

- Implicit Bias Overview

#### **Leadership**

- Professionalism – Styles and Dispositions in the Workplace
- From the Inside Out: The Power of Reflection and Self-Awareness
- Circle of Influence: Implementing Shared Decision Making and Participative Management
- Leadership in Action: How Effective Directors Get Things Done
- Authentic Leadership

### **K8: Program Organization and Administration** 18

#### **Leadership**

- NAEYC Accreditation – Discussing Standards and Portfolios
- The BAS/PAS: An Introduction
- What's It Really Worth? How to Run a Profitable Child Care Business

## Pennsylvania Core Knowledge Competency: Child Growth and Development: K1

Rationale: Children’s fun, stimulating, and successful learning experiences in their early childhood and school-age programs are dependent on their early childhood and school-age professionals’ knowledge and application of basic child development. Professionals must understand the interdependence of each key area of learning and how to provide meaningful and relevant experiences for children that are developmentally appropriate, individualized to accommodate each child’s needs and interests, and respectful of the families’ diverse values and cultures.

Focus Area	Course Title & Delivery Method	# of Hours	Description of Training	Level of Training	Keystone Stars & CDA Alignment
Interactions	<p><b>Everyday Interactions Matter: Part 1 – Noticing the Simple and Ordinary</b></p> <p>Face to Face Online</p>	2	This session uses examples and discussions to introduce participants to the concept of “Everyday Interactions Matter.” Simple and ordinary interactions between staff and children that take place during play, transition, and daily routines are the foundation of learning and growing. By observing carefully and listening to each other, we can recognize moments of connecting, sharing, growing, and belonging in everyday moments in the early childhood education setting.	K1.1 C1	SQ 3.4.5 CDA 7
Diversity & Inclusion	<p><b>What is Autism? A Discussion About Autism Spectrum Disorders</b></p> <p>Face to Face Online</p>	3	This course has been developed to raise awareness and dispel myths about Autism Spectrum Disorder (ASD). Course participants will discuss the features, related behaviors, and special needs of children with an ASD diagnosis. By learning to first recognize and relate such characteristics to your programming, early childhood professionals are taking the first steps toward helping all children feel comfortable, welcome, and safe in their classrooms.	K1.7 C1	SQ 3.4.9 CDA 8

Diversity & Inclusion	<p><b>Creating Bright Futures: A Vision for Including Young Children with Disabilities in Your Infant Toddler Classroom</b></p> <p>Face to Face Online</p>	2 – 3	This session focuses on specialized activities and accommodations that professionals can provide during normal routines to serve an infant or toddler with a significant disability. This session’s approach is based on the belief that all staff members share the responsibility to ensure that every child’s specialized needs are met in a way that supports their development and nurtures relationships with the child and family. Participants explore the importance of effective communication and close collaboration between family members, early intervention supports, early care and education professionals, and other key partners serving children and families. In addition to this, participants will identify strategies to address challenges and barriers to collaboration and the inclusion of a child with a significant disability in their program and community.	K1.2 C2	SQ 3.4.9 CDA 4
DAP	<p><b>Developmentally Appropriate Practice: Infants, Toddlers, and Preschoolers</b></p> <p>Face to Face Online</p>	3	This course is designed to review Developmentally Appropriate Practice (DAP) for children birth through age three. The professionals attending will join in discussion with colleagues and brainstorm appropriate materials, strategies, and best practices in the early childhood environment. In addition to this, professionals will identify methods of connecting with families to help them understand what DAP means for their child.	K1.7 C2	SQ 3.4.4 CDA 8
Diversity & Inclusion	<p><b>A Tapestry by Design: The Developmentally, Individually, and Culturally Responsive Classroom</b></p> <p>Face to Face Online</p>	2 – 3	In this course, participants will discuss early education content and pedagogy, based upon an understanding of how young children grow and learn. Topics such as interculturalism, family engagement, inclusion, and the importance of play will be highlighted.	K1.5 C3	SQ 3.4.5 CDA 2
	<p><b>Customized Child Growth and Development Course</b></p>	TBD	Customized Description	Upon Request	

## Pennsylvania Core Knowledge Competency: Curriculum and Learning Experiences: K2

Rationale: Children construct knowledge when there is a balance of curriculum, instruction and environment that is reflective of children’s developmental needs, abilities and interests. Early childhood and school-age professionals must utilize their knowledge of child development and each child’s individual needs and interests to design learning spaces and age, cultural and linguistically appropriate experiences that guide and facilitate children’s physical, social and emotional, and cognitive learning.

Focus Area	Course Title & Delivery Method	# of Hours	Description of Training	Level of Training	Keystone Stars & CDA Alignment
Interactions	<p><b>Using What You Know about Temperament to Promote Positive Social and Emotional Development</b></p> <p>Face to Face Online</p>	2 – 3	A child’s temperament describes the way in which she approaches and reacts to the world. While temperament does not clearly define or predict behavior, understanding a child’s temperament can guide educators in helping children to appropriately express their preferences, desires, and feelings. This understanding can help caregivers identify children’s strengths and the supports they need to succeed in their relationships and environments. Reflecting on the temperaments of themselves and their students, course participants will identify supports that promote positive social and emotional development and behavior.	K2.2 C2	SQ 3. 4. 4 CDA 3
Diversity & Inclusion	<p><b>Inclusion in Theory and Practice</b></p> <p>Face to Face Online</p>	2 – 3	With research showing the importance of inclusion in early childhood settings, leaders in the field have voiced their support for more awareness and best practices around inclusion. In this session, participants will discuss and identify what inclusion means in the context of Early Childhood Education. In addition, participants will review statements from NAEYC and the Pennsylvania Department of Education’s Office of Child Development and Early Learning and discuss ways to implement inclusive early childhood practices.	K2.10.C2	SQ 3. 4.9 CDA 8



Interactions	<b>Creating and Maintaining a High-Quality Classroom Environment</b>  Face to Face Online	2 – 3	The purpose of this professional development opportunity is to assist early educators in designing their classroom environment, taking into consideration age, interests, developmental levels of children, materials, and available space.	K2.11 C2	SQ 3. 4. 4 CDA 6
DAP	<b>Positive Guidance Strategies to Facilitate Social and Emotional Development</b>  Face to Face Online	2 – 3	In this course, participants will analyze and discuss positive early childhood classroom management strategies by reflecting on current practice and evidence-based best practices.	K2.13 C2	SQ 3.4.4 CDA 3
Play	<b>The Importance of Play in Early Childhood</b>  Face to Face Online	3	This course is designed to discuss the importance of play in an early learning program. Through hands-on experiences and group participation, participants will learn how to incorporate play into their daily curriculum.	K2.14 C2	E.C 3.4.1 CDA 1
	<b>Customized Curriculum and Learning Experiences Course</b>	TBD	Customized Description	Upon Request	

## Pennsylvania Core Knowledge Competency: Family, Schools, and Community Collaborations and Partnerships: K3

Rationale: The partnerships that early childhood and school-age professionals develop with families are critical to supporting children’s successful and confident growth and educational experiences in the out-of-home setting. Children thrive when their learning professionals and family members work together to embed culture and values within the children’s school experience and to develop ongoing, respectful and reciprocal communication strategies. Early childhood and school-age professionals must be aware of community resources and help families make those connections when needed.

Focus Area	Course Title & Delivery Method	# of Hours	Description of Training	Level of Training	Keystone Stars & CDA Alignment
Interactions	<b>4-Part Series: Family Engagement</b>  Online	12	This series will focus on how to best engage families in early childhood programs. Participants will assess supportive practices while addressing appropriate PA Early Learning Standards in the Key Learning Areas. To support early childhood practitioners, this session will focus on current research, strategies for teaching dual language learners, and techniques to engage families. This series will also focus on how to communicate with and build relationships with families using technology tools and digital media.	K3.9 C1 K3.1 C2 K3.10 C3	SQ3.4.5 FC.3.4.1 FC.3.4.7 FC.3.4.8 CDA 4
Diversity & Inclusion	<b>Working with Diverse Families: Supporting Dual Language Learners</b>  Face to Face Online	2 – 3	Focusing on current research, culturally and developmentally appropriate strategies, and family engagement techniques, this course will engage participants in an interactive session to build and strengthen knowledge on working with diverse families and young children ages birth to five years.	K3.1 C2	SQ.3.4.3 EC.3.4.4 CDA 4

Interactions	<b>Flip It! Turning Collaborations Between School and Families into Positive Communication Experiences</b>  Face to Face Online	3	Course participants will develop strategies to enhance their communication experiences with families. Applying information to the real-world classroom, course participants will explore ways to assure high-quality, ongoing, respectful, and reciprocal services.	K3.1 C2	SQ 3.4.5 FC 3.4.8 CDA 6
Diversity & Inclusion	<b>Cultural Consciousness and Awareness in the Early Childhood Field</b>  Face to Face Online	2 – 3	This session will give participants an opportunity to engage in conversation about the role cultural consciousness and awareness plays in the early childhood field. The instructor will provide a forum for respectful dialogue where participants can share their experiences with race and how it relates to their work with young children.	K3.6 C2	SQ 3.4.9 SQ 3.4.10 FC 3.4.8 CDA 6
Interactions	<b>Let’s Empower Families: Positive Interactions Make a Difference</b>  Face to Face Online	2 – 3	Families play a critical role in the education of their children and there is a lot they can do to support their children’s success in an early childhood program. Families are influenced strongly by their early encounters with child care or school systems and their ongoing interactions with administrators and program staff. In this course, participants will assess supportive practices while addressing appropriate PA Learning Standards in the Key Learning Areas.	K3.10 C3	FC.3.4.4 CDA 4
	<b>Customized Family, Schools, and Community Collaborations and Partnerships Course</b>	TBD	Customized Description	Upon Request	

## Pennsylvania Core Knowledge Competency: Assessment: K4

Rationale: A comprehensive assessment approach within an early childhood or school-age program combines assessment of children, the environment, staff, and the program itself to ensure continuous quality and responsiveness to its children and families, and the community. Early childhood and school-age professionals must be knowledgeable about the types of assessments and their uses in order to implement regular and systematic methods for observing, documenting, and interpreting data, ensuring that children receive individualized and developmentally appropriate experiences to support their growth and learning.

Focus Area	Course Title & Delivery Method	# of Hours	Description of Training	Level of Training	Keystone Stars & CDA Alignment
DAP	<b>Using Ages and Stages Questionnaires® as a Screening Tool</b>  Face to Face	3	Participants will learn how to use the ASQ® and ASQ:SE® as a screening tool for children ages three months to five years. The session provides information on how to administer, score, and share results of the screener with families. The session will include resources for making referrals to additional services.	K4	SQ 3.4.7 EC.3.4.3 CDA 7
DAP	<b>What is Assessment? Formal and Informal Assessment Strategies in Early Childhood Education</b>  Face to Face Online	2	This course provides participants with an overview of informal and formal evaluation and assessment strategies most commonly utilized in early education settings. Assessment definitions, purposes, legal requirements, best practices, and family partnerships will be discussed. Participants will reflect on assessment and evaluation strategies currently used in their programs, observe modeled strategies during play-based experiences, and become familiar with varied formative and summative early education assessment systems.	K4.1 C1	SQ 3.4.8 EC.3.4.3 CDA 7
DAP	<b>Observation in Early Childhood Education</b>  Face to Face Online	2	This session provides an opportunity to understand why observation is the most useful and meaningful way to assess the development of children in early childhood classrooms.	K4.14 C1	SQ 3.4.8 EC.3.4.3 CDA 7

Diversity & Inclusion	<b>Identifying Developmental Differences in Early Childhood</b>  Face to Face Online	2	Early childhood educators are a vital support for children experiencing learning differences and challenges. This course will focus on interpreting child assessment data to recognize children’s multiple intelligences and learning styles, plan appropriate learning strategies and experiences, and collaborate with families and staff in the decision-making process for referral.	K4.10 C2	SQ 3.4.7 EC.3.4.2 CDA 8
Diversity & Inclusion	<b>Including Children with Developmental Differences in Early Childhood</b>  Face to Face Online	2	This session focuses on specialized activities and accommodations that professionals can provide during typical routines to serve an infant, toddler, or preschooler with identified developmental delays or disabilities. Participants will discuss the process of sharing developmental assessment results and concerns with family members. Through discussion, video reflection, and small-group work, participants will design appropriate teaching strategies and activities that reflect the developmental needs of all children, regardless of their learning style.	K4.10 C3	SQ 3.4.9 EC.3.4.3 CDA 8
DAP	<b>Observation, Assessment, and Developmental Screening Tools</b>  Face to Face Online	3	Teachers use a number of techniques to collect assessment data and information to best meet the needs of a child. Observation is a primary assessment technique and will be discussed in-depth during this training. This session will focus on the use of various observation and DAP assessment techniques that can be implemented in the classroom.	K4.16 C3	SQ 3.4.7 EC.3.4.2 CDA 7
	<b>Customized Assessment Course</b>	TBD	Customized Description	Upon Request	

## Pennsylvania Core Knowledge Competency: Communication: K5

Rationale: Professionals’ strong interpersonal communication skills and knowledge about ways in which children acquire language and literacy skills are critical ingredients in today’s early childhood and school-age classrooms. Professionals must use effective communication strategies, including the use of digital media and literacy-rich environments, to cultivate their relationships with families, peers, and children and to support children’s learning and interactions with others.

Focus Area	Course Title & Delivery Method	# of Hours	Description of Training	Level of Training	Keystone Stars & CDA Alignment
Interactions	<p><b>Communication: Going the Extra Mile</b></p> <p>Face to Face Online</p>	3	Building and maintaining open lines of communication in an early education program is critical to facilitating ongoing relationships between staff, children, families, and community members. This course includes activities and resources that provide effective communication strategies for participants to develop positive verbal and non-verbal communication with the community they serve.	K5.1 C2	SQ.3.4.5 CDA 4
Interactions	<p><b>Getting in Tune: Effective Communication</b></p> <p>Face to Face Online</p>	2	Relationships thrive when caregivers, children, and families are “in tune” with each other. During this session, participants will assess the impact of verbal and non-verbal communication on building effective, “in tune” relationships. Participants will examine their own ways of communicating and identify strategies to communicate more effectively with children and families.	K5.1 C2	SQ 3.4.5 CDA 4
Interactions	<p><b>Exploring Communication Styles in Professional Relationships</b></p> <p>Face to Face Online</p>	2	Individuals have varying preferences for communicating with and interpreting the communication of others. In this course, participants will identify their own and others’ personal communication styles and recognize how they impact professional relationships. Participants will discuss how to adapt communication strategies to communicate more effectively in the workplace.	K5.2 C2	SQ 3.4.5 FC.3.4.3 CDA 4

Interactions	<p><b>Growing Relationships: Effective Communication Strategies for Building and Maintaining Professional Relationships in Education</b></p> <p>Face to Face Online</p>	2	<p>Communication is the single most important key to success in an early childhood classroom. This session involves becoming more self-aware of and practicing professional communication strategies. Participants will review recommended communication skills and receive an opportunity to discuss effective communication strategies.</p>	K5.1 C3	SQ 3.4.5 CDA 4
	<p><b>Customized Communication Course</b></p>	TBD	Customized Description	Upon Request	

## Pennsylvania Core Knowledge Competency: Professionalism and Leadership: K6

Rationale: Today’s early childhood and school-age professionals must demonstrate a commitment to the profession that extends beyond the learning environment in which they work. In addition to the provision of ethical and high quality learning experiences for children, a pledge to lifelong learning and advocacy for the children and families they serve assures the field its very reputation of an essential societal profession.

Focus Area	Course Title & Delivery Method	# of Hours	Description of Training	Level of Training	Keystone Stars & CDA Alignment
Diversity & Inclusion	<b>Implicit Bias Overview</b>  Face to Face Online	2 – 3	When addressing social-emotional learning in the classroom, professionals must recognize how culture and implicit bias impact the interactions and experiences children have in formal school settings. This session will facilitate and expand equity and diversity efforts to support children while beginning a conversation about culture by exploring, discussing, and sharing our own experiences on the role culture plays in our lives.	D6.6 C2	SQ 3.4.3 FC.3.4.5 CDA 6
Leadership	<b>Professionalism – Styles and Dispositions in the Workplace</b>  Face to Face Online	2 – 3	Today’s early childhood professional must demonstrate knowledge of the skills, styles, and dispositions required to succeed in the workplace. This requires a commitment to the profession, including commitments to their regular work environment and beyond. Using activities and resources, this course provides participants with strategies to adopt positive and ethical habits that will serve them personally and professionally.	K6.9 C2	LM 3.4.3 CDA 6
Leadership	<b>From the Inside Out: The Power of Reflection and Self-Awareness</b>  Face to Face Online	2 – 3	The quest for professional contentment and success begins with an inner quest to discover who we are—our passions, values, talents, personal resources, and habits, even those we might prefer not to acknowledge. Having a better understanding of ourselves is the first step toward achieving a better relationship with others. This course is an invitation to self-discovery. Through thought-provoking discussion forums and engaging activities, participants will reflect on their personal and professional journeys and envision new possibilities for decades ahead.	K6.9 C2	LM.3.4.3 CDA 6



Leadership	<p><b>Circle of Influence: Implementing Shared Decision Making and Participative Management</b></p> <p>Face to Face Online</p>	2	<p>Building trust and collaboration among early education program staff is essential to achieving high-performance work teams. However, this process requires patience, persistence, time, and a genuine willingness to consider differing points of view. Using activities and resources, this course introduces participants to participative management, an innovative leadership style focused primarily on shared decision-making and active engagement. Participants will discuss and identify opportunities for program leaders to implement a participative management focus.</p>	D6.3 C3 D6.9 C3	LM.3.4.3 CDA 6
Leadership	<p><b>Leadership in Action: How Effective Directors Get Things Done</b></p> <p>Face to Face Online</p>		<p>This course explores the concept of ‘leadership’ in the context of early childhood education. Participants will discuss the multi-faceted role(s) of a program administrator and the skills and competencies needed to nurture leadership at all levels within an organization. From practical suggestions to examples for high performing administrators, participants will learn how to create and sustain a compelling vision that transforms their programs into vibrant, engaging learning communities.</p>	K6.9 C3	LM 3.4.3 CDA 6
Leadership	<p><b>Authentic Leadership</b></p> <p>Face to Face Online</p>	3	<p>While many leaders understand the importance of ongoing development and professional growth, an excellent leader dedicates time to defining their purpose, values, and motivation to lead. Through this course, participants will learn about the five dimensions of “Authentic Leadership.” With this, the course encourages self-reflection, empowering participants to better understand their purpose, practice their values, establish connected relationships, demonstrate self-discipline, and design a leadership development plan.</p>	K6.9 C3	LM.3.4.6 CDA 6
	<p><b>Customized Professionalism and Leadership Course</b></p>	TBD	Customized Description	Upon Request	

## Pennsylvania Core Knowledge Competency: Program Organization and Administration: K8

Rationale: Successful early childhood and school-age programs are those with forward-thinking leaders who design and manage systems that foster a positive organizational climate that supports staff, children, and families. Skilled administrators/directors adopt a continuous quality improvement philosophy that utilizes data, current research, and best practice to provide responsive services for the children and families in their care.

Focus Area	Course Title & Delivery Method	# of Hours	Description of Training	Level of Training	Keystone Stars & CDA Alignment
Leadership	<p><b>NAEYC Accreditation - Discussing Standards and Portfolios</b></p> <p>Face to Face Online</p>	1	In this course, participants will discuss NAEYC Accreditation, NAEYC Standards, and the development of NAEYC Portfolios.	K8.8 C1	EC 2.1 CDA 6
Leadership	<p><b>The BAS/PAS: An Introduction</b></p> <p>Face to Face Online</p>	2	This course introduces participants to program evaluation tools that help identify and strengthen business leadership components deemed necessary to support high-quality programming. Once familiar with each tool, participants will discuss which assessment is appropriate per program type and audience. Participants will complete the session with an idea of how to implement an appropriate tool in their program.	D6.4 C2	LM. 3.4.9 CDA 5

Leadership	<p><b>What's It Really Worth? How to Run a Profitable Child Care Business</b></p> <p>Face to Face Online</p>	2 – 4	<p>Through this course, participants will learn how to run a profitable child care business. Highlighting basic operating principles of the “business side” of a child care program, course activities and discussions focus on maximizing business profits by minimizing expenses and analyzing how various public funding sources and Keystone STARS participation may affect revenue. Primarily intended for child care program administrators, owners, and operators, this course provides valuable resources for those interested in applying for Pre-K Counts and for group and family child care program leaders who are interested in learning more about operating profitably.</p>	<p>D8.4 C2 D8.2 C3 D8.7 C3</p>	<p>LM. 2.1 CDA 5, 6</p>
	<p><b>Customized Program Organization and Administration Course</b></p>	TBD	<p>Customized Description</p>	<p>Upon Request</p>	

# Trying Together

## Contact Information

Allison Hritz,  
Professional Learning Coordinator  
[allison@tryingtogether.org](mailto:allison@tryingtogether.org)

