Professional Development Catalog

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Trying Together

For more than 60 years, Trying Together has championed high-quality care and education for young children by advocating for their needs and supporting the individuals who care for them. In 2023, Trying Together launched its second five-year strategic plan with a goal to become a leading facilitator of inclusive learning opportunities for educators, ensuring every child has access to quality early care and education.

This catalog is designed to help early educators find professional growth opportunities aligned with their career goals by providing key course details and credentials. In the last year, Trying Together awarded nearly 4,500 PQAS credits to support continuous improvement in early learning programs, and aims to increase this number by regularly updating this catalog to make it easier for educators to plan their learning journey.

Contact Information

For details about how Trying Together can assist you in meeting your learning goals, contact **learning@tryingtogether.org** or **412.421.3889**.

Cost

All courses are instructed by a certified PQAS instructor and are ACT 48 approved. Trying Together strives to ensure that all courses align with the Pennsylvania Professional Standards and Competencies for Early Childhood Educators (PSCECE), NAEYC Standards, and Keystone STARS performance standards.

For more information about the cost of instructional services, see the Fee for Service document at: **https://tryingtogether.org/professional-development/courses/request-custom-course/**

Contents

Courses

Basics of Learning and Engagement

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Begin with ELRC Basics Level: C1 Hours: 6	In this series, newly licensed child care providers in ELRC Region 5 (Allegheny County) will learn about the type of support that the ELRC 5 Quality staff provides. Participants will learn about: • Pennsylvania's Quality Rating System • Keystone STARS and the path to providing a high-quality learning environment for young children • An orientation to Child Care Works (CCW) and the processes and procedures to care for children and families eligible for child care subsidy • Creating program policies, program scheduling, and marketing • Basic health and safety regulations Examples of policies and procedures and a variety of resources will be shared. This session is designed to encourage the growth and development of newly licensed child care programs and educators.	Standard Area 1: Child and Development Learning in Context Standard Area 2: Family-Teacher Partnerships and Community Connections Standard Area 6: Professionalism as an Early Childhood Educator Standard Area 7: Health and Safety Knowledge Area 8: Organization and Administration	Principles of Child Growth & Development Social & Emotional Development Maintaining Professionalism Safe, Healthy Learning Environment Effective Program Operation
Effective Lesson Planning for the Early Childhood Classroom Level: C1 Hours: 2	In this session, participants will reflect on the elements needed for an appropriate and responsive early education environment via effective lesson planning. Discussions will include the definition of a responsive and developmentally appropriate learning environment; ways to provide a balanced, child-friendly program schedule; and how to construct experience plans that reflect program mission as well as children's interests and needs.	Standard Area 1: Child and Development Learning in Context Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Principles of Child Growth & Development Social & Emotional Development

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Engaging Learners: The Concept of School Readiness Level: C2 Hours: 2	All children are ready to learn: "Kindergarten readiness" is a concept heard often by current pre-kindergarten teachers. Throughout this session, participants will discuss personal beliefs and assumptions regarding "school readiness" and how those relate to their work with young children on a daily basis.	Standard Area 1: Child and Development Learning in Context Standard Area 2: Family-Teacher Partnerships and Community Connections Standard Area 3: Child Observation, Documentation, and Assessment	Principles of Child Growth & Development Social & Emotional Development
Executive Function and Play: What's the Connection? Level : C1 Hours: 2	Play transforms. This course explores play's role in fostering the developmental and emotional well-being of children and its importance for adult learning and creativity. Participants will identify and strengthen executive functioning skills through various play-based activities; explore the science behind play; and understand the critical impact of play on cognitive development and social-emotional growth. The session will engage participants with hands-on exercises that illustrate the intricate connection between play and learning.	Standard Area 1: Child and Development Learning in Context Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Principles of Child Growth & Development Physical & Intellectual Development

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
From Troubles to Triumph! Learning Strategies for Successful Transitions Level: C2 Hours: 2	"Challenging" behaviors often happen during times of transition. During this session, participants will learn developmentally appropriate, and culturally and linguistically relevant, teaching practices to facilitate development, learning, and classroom management. Using clips from '90s sitcoms, instructors will tie in the four common transition strategies that can be easily implemented in the classroom.	Standard Area 1: Child and Development Learning in Context Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Principles of Child Growth & Development
How to Handle and Navigate Challenging Conversations with Families Level: C2 Hours: 2	Having challenging conversations with families can be overwhelming and unpredictable at times, but it is often necessary when working with parents and children. To help ease this challenge, participants will learn how to navigate and conduct such conversations using professional and constructive language, how to formulate a plan of action, and how to communicate in a way that helps families feel heard.	Standard Area 6: Professionalism as an Early Childhood Educator	Maintaining Professionalism
Modifications in an Early Childhood Classroom Level: C2 Hours: 2	Working with children with differing skill levels and needs can be challenging. To assist teachers in meeting the needs of all children, the session will identify and discuss three main types of modifications: physical, social, and temporal. Discussions will cover subgroups of modifications and the ways in which early childhood providers can improve their classroom environments with more developmentally appropriate learning opportunities and individualized curriculum. Participants will engage in small- and large-group discussions, small-group activities, and whole-group reflection time to help internalize concepts of modifications and individualized instruction in the classroom. By the end of the training, participants will be able to describe how modifications can be implemented in the classroom.	Standard Area 1: Child and Development Learning in Context Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Principles of Child Growth & Development

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Talk to That Baby: Phonological Awareness as a Pillar of Early Literacy Level : C1 Hours: 2	Language development is a milestone for all children's early childhood development. This course will highlight that any language exercises done with an infant—whether signed or spoken in any language—are extremely important to developing early literacy skills, such as phonological awareness. Throughout the training, the instructor will emphasize the concept that engaging with children in the language of the people who love them is more important than learning any particular words.	Standard Area 1: Child and Development Learning in Context Standard Area 5: Knowledge, Application, and Integration of Academic Content in the EC Curriculum	Principles of Child Growth & Development Physical & Intellectual Development
Technological and Virtual Engagement Level: C2 Hours: 2	This session is designed to facilitate discussion around the intentional use of appropriate digital technologies in early learning spaces. Participants will reflect on the the NAEYC/Fred Rogers Center's joint position statement on technology use with young children and engage in rich discussions on supporting the digital well-being of children and their families. Participants will learn about the role of "media mentors" and reflect on their own ethical responsibility and role as media mentors of children and families in the ECE context. Participants will also have the opportunity to engage with digital media/technology tools that are intentional in their design, including Message from Me (MfM), an innovative tool that strengthens the home-school connection between children and their families.	Standard Area 2: Family-Teacher Partnerships and Community Connections Standard Area 5: Knowledge, Application, and Integration of Academic Content in the EC Curriculum	Principles of Child Growth & Development
Using Email Newsletters and Facebook Groups to Communicate with Families Level: C2 Hours: 2	Electronic communication systems can offer child care providers an opportunity to reach busy families and expand engagement. In this course, the instructor will cover best practices for sharing information with families of children who are currently in their care. Educators who complete the course will understand how to effectively use digital techniques to communicate with their program's families, including how to create an email newsletter (MailChimp) and a Facebook Group.	Standard Area 2: Family-Teacher Partnerships and Community Connections Standard Area 6: Professionalism as an Early Childhood Educator	Productive Relationships with Families Maintaining Professionalism

Developmentally Appropriate Practice (DAP)

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Developmentally Appropriate Practice Level: C1 Hours: 2	Participants will engage in virtual discussions via Zoom with Early Head Start coaches while interacting with other EHS staff and child care partnerships. This session will define developmentally appropriate practices and offer ways to implement practices within Early Head Start classrooms. Participants will discuss ways to better build relationships with parents and families and tie together the use of positive behavior support and developmentally appropriate practices in ECE.	Standard Area 2: Family-Teacher Partnerships and Community Connections	Productive Relationships with Families
Developmentally Appropriate Practice in the Early Elementary School Years Level: C1 Hours: 2 or 3* * Please note that this course is offered as either a 2- or 3-hour training	Developmentally appropriate practice (DAP) requires that teachers make decisions daily based on their knowledge of child development, taking into consideration individual learning differences and social and cultural influences. This course will focus on educators who work with school-age children in the early elementary years (pre-k – third grade). Participants will discuss policies and practices that support educators, children, and families throughout the early learning continuum. The course will also explore DAP strategies to address learning/instruction, engaging with families, setting expectations, and responding to behaviors. Discussion will focus on content from the Trying Together white paper "Advance Developmentally Appropriate Practice," which highlights the importance of play in a child's cognitive, social, and emotional development.	Standard Area 1: Child and Development Learning in Context Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Principles of Child Growth & Development

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Developmentally Appropriate Practice: Infants, Toddlers, and Preschoolers **Level : C1** Hours: 2 or 3* * Please note that this course is offered as either a 2- or 3-hour training	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 and strategies to identify best practices in the early childhood environment. The professionals will also identify methods on connecting with families to help them understand what developmentally appropriate practice means for their child.	Standard Area 1: Child and Development Learning in Context Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Principles of Child Growth & Development
Promoting Language Development through Developmentally Appropriate Practice Level: C1 Hours: 3	Play is the primary way children use language. This course will provide a framework of the research on developmentally appropriate practice and play as it relates to language development and early literacy skills for the early learning continuum from birth to age five. Participants will review the *Approaches to Learning Through Play* standards from the PA Early Learning Standards, then learn to integrate these into their language and literacy instruction to better support language and early literacy development.	Standard Area 1: Child and Development Learning in Context	Principles of Child Growth & Development

Assessments and Supportive Services (Early Intervention)

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Intro to ASQ-3® Level: C2 Hours: 3	Participants will learn how to use the ASQ-3® as a developmental screening tool for children ages three months to five years. The session provides information on why a developmental screening tool is administered in early childhood programs, how to administer and score the screener, strategies for sharing results with families of diverse backgrounds, and resources to support making referrals to additional services as needed.	Standard Area 3: Child Observation, Documentation, and Assessment	Observing & Recording Behavior
Ages and Stages: Social-Emotional, Second Edition (ASQ: SE-2®) Level: C2 Hours: 2	Participants will learn how to use the ASQ-SE-2® as a social-emotional developmental screening tool for children ages three months to five years. The session provides information on why a developmental screening tool is administered in early childhood programs, how to administer and score the screener, strategies for sharing results with families of diverse backgrounds, and resources to support making referrals to additional services as needed. Intro to ASQ-3 is required before taking this course.	Standard Area 3: Child Observation, Documentation, and Assessment	Principles of Child Growth & Development Social & Emotional Development Observing & Recording Behavior
Capturing Moments: Planning for and Conducting Classroom Observations Level: C2 Hours: 2	This session will introduce early education professionals to the importance and value of purposeful observation. Through discussions and activities, instructors will describe and strategize ways to incorporate systematic and intentional observation into daily classroom experiences. Participants will also discuss how observation can be used to support individual children and improve the overall quality of the learning environment.	Standard Area 3: Child Observation, Documentation, and Assessment	Observing & Recording Behavior

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Early Intervention and Inclusion from the Classroom Perspective Level: C1 Hours: 2	This session provides a comprehensive overview of Infant/Toddler and Preschool Early Intervention (EI). Participants will be guided through a newly developed EI Toolkit created specifically for early care and education programs in Allegheny County. The EI referral and assessment timelines will be described, and participants will learn how to support families and connect them with services. Participants will also learn how to use the EI Toolkit to access additional tools and resources that support EI and ECE collaboration, positive behavior support, developmentally appropriate practices, and inclusive classroom environments. Participants will leave this course with an understanding of how to support young children and their families in accessing and utilizing EI services in inclusive early care and education settings.	Standard Area 2: Family-Teacher Partnerships and Community Connections	Principles of Child Growth & Development Productive Relationships with Families
Connections and Conversations: Benefits of Purposeful Programming and Partnerships Level: C2 Hours: 2	This course outlines Infant/Toddler and Preschool Early Intervention (EI), including an overview of the EI service-delivery models. Participants will discover the role that child care providers play in supporting young children who are receiving EI services. This course illustrates how early educators can apply their knowledge about routines, relationships, and repetition to support child development while building collaborative partnerships with EI providers and families. Participants will leave this course able to apply multidimensional knowledge and collaborative strategies in their classrooms and programs as they partner with EI and families to intentionally support all young children.	Standard Area 1: Child and Development Learning in Context Standard Area 2: Family-Teacher Partnerships and Community Connections	Principles of Child Growth & Development Productive Relationships with Families

Behavior and Social-Emotional Learning

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Dealing with Anger in the ECE Environment Level: C2 Hours: 2	Have you ever felt like the emotions children are expressing in your classroom are too much to handle? Have you ever felt sad and frustrated at the end of a long day, wondering what more you could do to support the children you care for and educate? In this session, participants will learn strategies such as co-regulation, emotional awareness, and response inhibition, which will help support children's emotional development. Instructors will engage participants with interactive scenarios and activities about recognizing emotions, as well as share de-escalation techniques participants can take back to their classrooms.	Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices Standard Area 7: Health and Safety	Social & Emotional Development Safe, Healthy Learning Environment
Effective Behaviors Practices Level: C2 Hours: 2	This course focuses on the establishment of a respectful and responsive learning environment for all children. Participants will discuss verbal and nonverbal communication strategies that convey acceptance, warmth, and comfort, and the importance of daily positive and responsive interactions with young children. Topics such as inclusion and the importance of play will be highlighted.	Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Principles of Child Growth & Development Social & Emotional Development Observing & Recording Behavior
FLIP IT®: Transforming "Challenging" Behavior in Young Children Level: C1 Hours: 2	FLIP IT® is a strategy that offers a simple, kind, strength-based, commonsense, and effective four-step process to address "challenging" behaviors. The four steps are embodied in the FLIP acronym, which stands for Feelings, Limits, Inquiries, and Prompts. FLIP IT is nothing new, but it transforms best practice into a strategy that is portable, easy to remember, and applicable in a variety of challenging situations.	Standard Area 1: Child and Development Learning in Context	Principles of Child Growth & Development Observing & Recording Behavior

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Message from Me: Bridging the Gap Between the Home-School Connection Level: C1 Hours: 1	Message from Me is a child-led, digital tool that encourages interactions and builds connections between home and school, affording children the opportunity to communicate with the important adults in their life about their daily activities and learning experiences through the use of digital pictures and voice recordings. What makes Message from Me truly unique is its capacity to promote equity by providing an opportunity for multi-language learners to connect with their important adults in their home language, as well as remove teacher bias by allowing children an opportunity to share what is important to them in their own words, while also enhancing a child's communication skills and digital well-being and promoting high-quality interactions. This session will introduce participants to Message from Me through discussion and activities that will allow participants to become familiar with the utility of the Message from Me program as well as offer strategies for integrating digital media and technology into classroom activities, routines, and curricula. This session will also examine and discuss the NAEYC/Fred Rogers Center position statement and its impact on early education practices. This position statement is the foundation of, and provides guidance and support for, intentional use of technologies and digital media with children birth-age 8.	Standard Area 2: Family-Teacher Partnerships and Community Connections	Social and emotional development Productive relationships with families

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
MindfulNest: Integrating Social-Emotional Learning into Classrooms Through Positive Interactions and Intuitive Technology Level: C2 Hours: 8	In this course, participants will discuss the importance of social-emotional learning skills within the pre-k classroom by highlighting components of social-emotional development and educator wellness. Participants will learn how integrating the MindfulNest tool can help support the overall social and emotional well-being of their classroom environment. By the end of this course, educational professionals will gain a better understanding of the emotional development of children within a pre-kindergarten classroom and will be able to apply various strategies to enhance children's social-emotional learning journey. Participants will be able to collaborate with peers as well as reflect on their own practices. These sessions are delivered in a hybrid format, with both in-person and virtual engagement.	Standard Area 1: Child and Development Learning in Context Standard Area 2: Family-Teacher Partnerships and Community Connections Standard Area 3: Child Observation, Documentation, and Assessment Standard Area 5: Knowledge, Application, and Integration of Academic Content in the EC Curriculum Standard Area 7: Health and Safety	Principles of Child Growth & Development Social & Emotional Development Productive Relationships with Families Maintaining Professionalism

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Positive Guidance Strategies to Facilitate Social and Emotional Development Level: C2 Hours: 2	Teaching children social and emotional skills during the early childhood years is critical for later success in school and in life. In this course, participants will learn preventive strategies to address "challenging" behaviors. Participants will also learn that all behavior is a kind of communication, and that they can approach behavior in a way that preserves the relationship between caregiver and child as well as the social and emotional well-being of the child. In this course, participants will analyze and discuss early childhood classroom management strategies through reflection on current techniques and evidence-based best practices.	Standard Area 1: Child and Development Learning in Context Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices Standard Area 5: Knowledge, Application, and Integration of Academic Content in the EC Curriculum	Social & Emotional Development
Re-Envisioning Your Classroom: Curiosity Calms Chaos Level: C2 Hours: 2	If classrooms were reimagined as more child-centered environments of curiosity and play, "chaos" could naturally be calmed in many early learning settings. In this session, participants will learn new strategies and tools for re-envisioning their classroom spaces and practices to meet the needs of all children. Topics include classroom environment/setup, classroom management, and routines. Attendees will participate in an analysis of classroom situations in small groups using curiosity and play to explore ways to "calm the chaos."	Standard Area 1: Child and Development Learning in Context	Principles of Child Growth & Development Social & Emotional Development

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Supporting Children's Social-Emotional Well-Being: A Closer Look at Temperament and Goodness of Fit Theory Level: C2 Hours: 3	How can two children with the same parents be so different? Why are some children easygoing and others more challenging to work with? One major factor at play is temperament. Temperament is an important feature of children's social-emotional well-being and describes the way in which they approach the world. In this session, participants will explore different temperament traits and analyze how goodness of fit theory supports children's social and emotional well-being. This course, while available for all STAR programs, meets the STAR 3 and 4 professional development topic requirements in PSCECE Area 4 ECE Level II.	Standard Area 1: Child and Development Learning in Context Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices Standard Area 5: Knowledge, Application, and Integration of Academic Content in the EC Curriculum	Principles of Child Growth & Development Social & Emotional Development
Trauma-Informed Classrooms: Supporting Children with Early Childhood Trauma Level: C2 Hours: 2	This course provides an in-depth exploration of trauma and its effects on child development and behavior. Participants will learn how trauma influences learning, emotional regulation, and interpersonal relationships. Through interactive activities and case studies, educators will gain practical strategies for creating trauma-informed classrooms that support all students. The course emphasizes recognizing signs of trauma, responding with empathy, and fostering a safe environment that promotes healing. By the end, participants will be equipped with the tools to better support the social and emotional needs of children, ensuring a more inclusive and nurturing learning space.	Standard Area 7: Health and Safety	Social & Emotional Development Observing & Recording Behavior Safe, Healthy Learning Environment

Everyday Interactions Matter (EIM)

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Everyday Interactions Matter - Part 1: Noticing the Simple and Ordinary Level: C1 Hours: 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 both learning and growing. By observing carefully and listening to each other, participants will recognize moments of connecting, sharing, growing, and belonging in everyday moments in the early childhood education setting. This session can be taken independently, or as the first step in the Everyday Interactions Matter process.	Standard Area 1: Child and Development Learning in Context	Principles of Child Growth & Development
Everyday Interactions Matter - Part 2: Learning About Our Own Practice Level: C2 Hours: 2	In this session, early learning professionals will observe video footage of ordinary moments shared between adults (the participants) and children (from their classroom spaces) in reflective small groups. These video clips of authentic, everyday interactions provide a mirror to reflect back educators' unique strengths in being with children. By sharing with colleagues and listening to the observations of peers, participants can learn, grow, and acknowledge the power of their own practice as educators of young children. This session is taken as a part of the Everyday Interactions Matter process.	Standard Area 1: Child and Development Learning in Context Standard Area 6: Professionalism as an Early Childhood Educator	Principles of Child Growth & Development Maintaining Professionalism

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Everyday Interactions Matter - Part 3: Growing Our Practice Through Peer Communities Level: C3 Hours: 2	Through strengths-based sharing and observation in reflective small groups, educators will discuss the relational elements at work during the everyday moments of their days with children. Inspired by video footage of authentic adult-child interactions occurring within their own programs, early learning professionals will identify and reflect upon powerful moments of connection, growth, and belonging in early learning environments. This process invites participants to affirm their professional practice as early childhood educators and strengthen their connections and professional growth within their community of practice. This session is taken as a part of the Everyday Interactions Matter process.	Standard Area 1: Child and Development Learning in Context Standard Area 6: Professionalism as an Early Childhood Educator	Principles of Child Growth & Development Maintaining Professionalism
Everyday Interactions Matter - Part 4: A Deeper Dive Into Our Practice as Reflective Educators Level: C2 Hours: 2	In this culminating session, early learning professionals will engage in reflective exercises that promote professional self-awareness and community building. Authentic video clips of the educators and the children in their classrooms will serve as raw material for deepening participants' observational skills and their practice of self-reflection. Through these reflective exercises, educators will evaluate the impact their everyday interactions have on child development and the overall quality of programming in their learning community.	Standard Area 1: Child and Development Learning in Context Standard Area 6: Professionalism as an Early Childhood Educator	Principles of Child Growth & Development Maintaining Professionalism

Health and Safety

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Creating a Safe Environment Through Active Supervision Level: C1 Hours: 2	This course helps early childhood educators understand the role active supervision plays in an early learning setting. * Note: This course does not fulfill the required Pennsylvania 10-hour Pre-Service Health and Safety Training course. For specific child care regulations on supervision in Pennsylvania, go to: https://www.dhs.pa.gov/providers/Child-Care/Pages/Child-Care-Regulations.aspx	Standard Area 1: Child and Development Learning in Context Standard Area 7: Health and Safety	Principles of Child Growth & Development Safe, Healthy Learning Environment
American Red Cross-First Aid/CPR/AED including Pediatric First Aid and CPR Level: C2 Hours: 4.5	This course has an emphasis on hands-on learning. This First Aid/CPR/AED course gives you the skills to save a life. The course aligns with OSHA's Best Practices for Workplace First Aid Training Programs. Certification is issued upon successful completion and is valid for two years.	Standard Area 7: Health and Safety	Safe, Healthy Learning Environment
Safe Sleep in Child Care Level: C1 Hours: 2	This course will help early childhood educators understand the risk factors of Sudden Infant Death Syndrome (SIDS) and how to implement safe sleep practices in the infant classroom. * Note: This course does not fulfill the required Pennsylvania 10-hour Pre-Service Health and Safety Training course. For specific child care regulations on supervision in Pennsylvania, go to: https://www.dhs.pa.gov/providers/Child-Care/Pages/Child-Care-Regulations.aspx	Standard Area 7: Health and Safety	Safe, Healthy Learning Environment
Safety & Security on the Internet Level: C1 Hours: 2	This session will teach participants how to be safe and secure when using the internet and how to perform basic troubleshooting on your computer when things go wrong. Participants will also discuss where to find accurate and credible information online.	Standard Area 6: Professionalism as an Early Childhood Educator	Social & Emotional Development Maintaining Professionalism Safe, Healthy Learning Environment

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Supervision 101 Level: C1 Hours: 1	This session will give a foundational overview of supervision in licensed early childhood programs. Learning objectives will focus on the DHS Certification Regulations for child care in Pennsylvania. Participants will be able to define supervision per the regulations. This session will also focus on ratio and discuss various scenarios for practical application. This course is appropriate for both new early childhood professionals and those that might need a refresher on the vital importance of supervision.	Standard Area 7: Health and Safety	Safe, Healthy Learning Environment

Advocacy and Public Policy

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
ECE Advocacy 101 Level: C2 Hours: 2	The ECE Advocacy 101 workshop is designed to break down the Pennsylvania budget cycle. Participants will receive an overview of the Early Learning PA (ELPA) campaigns, how ECE programs are impacted by the budget process, and ways professionals and families can use their experience and knowledge to advocate. Participants leave with foundational knowledge of the Pennsylvania state budget, ELPA campaigns, and various advocacy actions they can participate in or lead on.	Standard Area 6: Professionalism as an Early Childhood Educator Knowledge Area 8: Organization and Administration	Maintaining Professionalism
Advocacy 201: Crafting and Sharing Your Message Level: C1 Hours: 1.5	Effective messaging helps advocates communicate key points to their audience that can potentially influence their level of support. This workshop is for ECE professionals who have taken "Advocacy 101" or any other foundational advocacy training and would like to take the next step in preparing to speak with elected officials. We will review early childhood research and effective messaging, such as brain science, return on investment, impact on the workforce and business community, and high-quality teaching. Attendees will leave the workshop with talking points for meeting with elected officials to advocate for early childhood.	Standard Area 6: Professionalism as an Early Childhood Educator	Maintaining Professionalism

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Combatting the Child Care Crisis: Empowering Early Educators Through Workforce Development Level: C2 Hours: 2	This session aims to tackle the child care crisis by shedding light on workforce development solutions. Participants will explore the pivotal role of workforce development initiatives in enhancing the capabilities and skills of early childhood educators. This session will share and explore workforce development strategies for making these initiatives accessible and affordable along with the policy conditions or levers that enable them to succeed. Discussion will delve into the impact of a well-equipped workforce on the quality of early childhood education and its broader societal implications.	Standard Area 6: Professionalism as an Early Childhood Educator	Maintaining Professionalism
Where Does the Money Come From? ECE Structures and Systems Level: C1 Hours: 2	Understanding policy-related funding streams helps advocates become more strategic when they flex their advocacy muscles. This session helps participants understand the early childhood funding streams and budget line items that impact ECE programs and services. Participants will also look at barriers to providing high-quality early learning services, discuss strategies and solutions, and explore how advocating to the right people helps children, families, and the early childhood field.	Standard Area 6: Professionalism as an Early Childhood Educator	Maintaining Professionalism

Justice, Equity, Diversity, and Inclusion

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Collaborating for Inclusive Practices in Early Childhood: Focus on Attitudes and Beliefs Level: C2 Hours: 2	Attitudes and beliefs shape actions, and societal attitudes shape service systems. Participants will have opportunities to explore the benefits of inclusion for all children and all adults, reflect on how their individual attitudes and beliefs developed, and how they impact their practice, their colleagues, and the service system. Participants will identify strategies to create a sense of belonging for all children in the classroom, explore perceptions about disability, and reflect on how attitudes and beliefs impact early care and education practices.	Standard Area 1: Child and Development Learning in Context Standard Area 6: Professionalism as an Early Childhood Educator	Principles of Child Growth & Development Maintaining Professionalism
Cultural Consciousness Part 1: Recognizing Bias and Promoting Equity Level: C2 Hours: 2	In part one of this two-part series, educators will explore the differences between equality and equity as well as work to define terms such as inclusion and bias. Through a lens of ECE and family engagement, teachers will examine their own biases and relate their personal experiences to their role in the classroom.	Standard Area 2: Family-Teacher Partnerships and Community Connections Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Social & Emotional Development Productive Relationships with Families

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Cultural Consciousness Part 2: Cultural Humility Level: C2 Hours: 2	In part two of this two-part series, educators will dive deeper into the concept of cultural humility. Participants will learn the various dimensions across which cultures differ worldwide. Application of this knowledge will help teachers to better understand conflict as it arises when engaging families of other cultures, with a goal of improving communication and promoting inclusion.	Standard Area 2: Family-Teacher Partnerships and Community Connections Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Social & Emotional Development Productive Relationships with Families
Cultural Consciousness: Bias, Equity, and Cultural Humility Level: C2 Hours: 2	In this condensed, two-hour version of the Cultural Consciousness Series, educators will explore the differences between equality and equity while diving deeper into the concept of cultural humility. Through a lens of ECE and family engagement, teachers will examine their own biases and relate their personal experiences to their role in the classroom. Participants will learn the various dimensions across which cultures differ. Application of this knowledge will help teachers engage with families of other cultures with improved communication and inclusion.	Standard Area 2: Family-Teacher Partnerships and Community Connections Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Social & Emotional Development Productive Relationships with Families
Equitable Access for All Learners Level: C2 Hours: 2	This course emphasizes creating an inclusive early learning environment for all children. Topics include the everyday implementation of planning, assessing through a variety of tools, effective strategies, and supportive materials. Participants will discuss the importance of culturally relevant and sustaining education for inclusion and equitable support.	Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Productive Relationships with Families

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
P.R.I.D.E. (Positive Racial Identity Development in Early Childhood) Level: C3 Hours: 20	P.R.I.D.E. (Positive Racial Identity Development in Early Childhood) helps parents, caregivers, educators, and community leaders learn about the many ways race impacts young children, as well as helping them understand the importance of discussing race with young children. For young children between the ages of three and eight, having a positive racial identity means feeling good about one's physical features, heritage, and history. This concept is vitally important to young Black children's healthy growth and development, and it's one backed by research. Studies have shown that when young Black children are socialized to see themselves in positive ways, those attitudes can lead to positive outcomes, such as increased test scores, better factual recall, and improved problem-solving skills. Backed by the knowledge and understanding of this research, the P.R.I.D.E. Program was designed to be a protective factor for young children, who are often inundated with social messages that can discourage pride in their identity. P.R.I.D.E. is offered in partnership with the Office of Child Development at the University of Pittsburgh School of Education.	Standard Area 1: Child and Development Learning in Context Standard Area 2: Family-Teacher Partnerships and Community Connections Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Principles of Child Growth & Development Social & Emotional Development Productive Relationships with Families
Understanding Gender Diversity in Children Level: C1 Hours: 2	This session will define the Gender Binary, including the barriers it creates. Participants will learn to describe how these barriers can contribute to negative self-image for all children, most especially transgender and gender-diverse children. Participants will discuss how children begin to understand gender expectations and how adults in their lives can mitigate these expectations that children will encounter in school, community, and home environments. Finally, instructors will share best practices to create welcoming spaces for all youth, as well as provide guidance on how to best support children that are exploring their gender.	Standard Area 1: Child and Development Learning in Context Standard Area 2: Family-Teacher Partnerships and Community Connections Standard Area 6: Professionalism as an Early Childhood Educator	Principles of Child Growth & Development Maintaining Professionalism

Professionalism in Practice

Course Title Level of Training Hours	Description of Training	Professional Standard Areas	CDA Content Area (if applicable)
Ethics and Professionalism Level: C1 Hours: 2	In this session, participants will review the four responsibilities of the NAEYC Code of Ethics in relation to children, family, colleagues, and the community. The NAEYC Code of Ethics will be introduced to participants and be used as a guide when it comes to teachers' daily interactions with the children, families, and colleagues in their programs. Participants will interact with instructors through scenarios and group activities to practice working through the Code of Ethics to ultimately help teachers view their position as a highly professional career choice.	Standard Area 6: Professionalism as an Early Childhood Educator	Maintaining Professionalism
New Director Roadmap: Six-Part Series Level: C2 Hours: 15	The New Director Learning Series is a six-part series designed to provide an overview of the responsibilities of an Early Childhood Director. During this series, participants will have the opportunity to network and collaborate with peers as well as gain the necessary tools and strategies for a position as a Program Director.	Standard Area 2: Family-Teacher Partnerships and Community Connections Standard Area 3: Child Observation, Documentation, and Assessment Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices Standard Area 5: Knowledge, Application, and Integration of Academic Content in the EC Curriculum Standard Area 6: Professionalism as an Early Childhood Educator Standard Area 7: Health and Safety Knowledge Area 8: Organization and Administration	Productive Relationships with Families Observing & Recording Behavior Maintaining Professionalism Safe, Healthy Learning Environment Effective Program Operation

Courses by Learning Standard

Professional Standard Area 1: Child Development and Learning in Context

Professional Standard Area 2: Family-Teacher Partnerships and Community Connections

Professional Standard Area 3: Child Observation, Documentation, and Assessment

Professional Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

Professional Standard Area 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

Professional Standard Area 6: Professionalism as an Early Childhood Educator

Professional Standard Area 7: Health and Safety

Professional Standard Area 8: Organization and Administration

The Institute for Early Childhood Career Pathways

The Institute for Early Childhood Career Pathways is the place where educators have access to a variety of supports, courses, and services to meet their personal needs and professional goals.

Early educators can go to achieve their Early Childhood Education (ECE), School-Age Care (SAC), and Out-of-School Time (OST) career objectives by meeting with a Career Advisor and building out a professional development plan. Additionally, early learning program directors can go to identify funding opportunities and navigate career paths for their staff to help meet Keystone STARS standards.

Courses

To support the work of early childhood, The Institute for Early Childhood Career Pathways provides professional development courses that align with:

- Pennsylvania Professional Standards and Competencies for Early Childhood Educators (PA PSCECE)
- Childhood Development Associate Credential (CDA) Requirements
- Keystone STARS Performance Standards
- NAEYC Professional Standards and Competencies for Early Childhood Educators
- The Charlotte Danielson Framework for Teaching

Learn more at **tryingtogether.org/the-institute-for-early-childhood-careers/**

Other Resources

ECE Lending Library

The Trying Together ECE Lending Library is available for early care and education programs to borrow an array of materials for their programs. The ECE Lending Library items support and recognize learning abilities, cultural diversity, and health and safety. Learn more at **tryingtogether.org/trying-together-ece-lending-library/**

Technology Lending

Individuals who are participating in Trying Together's workforce development programs, such as the community-based CDA, can borrow laptops and tablets to complete their coursework.

Connections to Partners

Career Advisors at the Institute will connect early educators to funding opportunities, resources, and partners, such as: Literacy Pittsburgh; the T.E.A.C.H. (Teacher Education And Compensation Helps) Early Childhood® Pennsylvania Scholarship Program; the PA Key; the PA PD Registry; local institutions of higher education; the ECE PDO@ PASSHE; and other professional development organizations to help them meet their career goals.

Other Opportunities

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 UnConference page: **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**

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**

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.
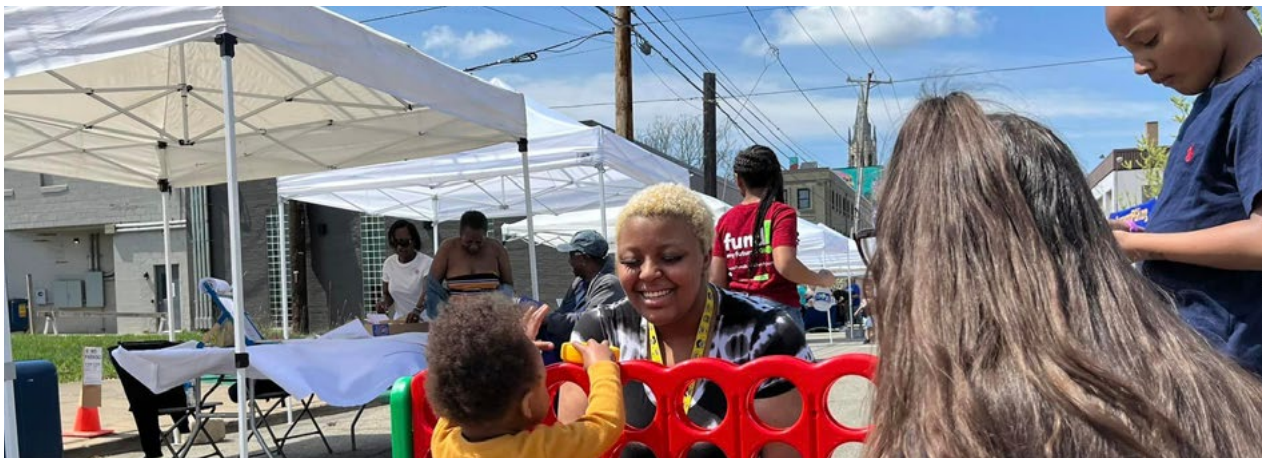
More Information

For details about how Trying Together can assist you to meet your career goals, contact us at **learning@tryingtogether.org** or **412.421.3889**.

Trying Together

Contact Information

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