LOUISIANA EARLY CHILDHOOD KEY TRAINING MODULES

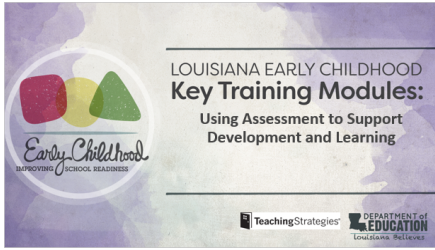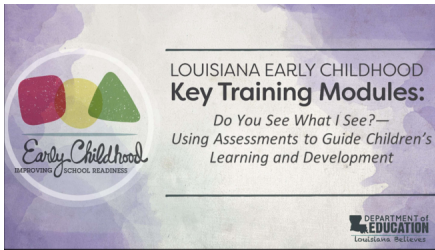| Focused Training Area 1: Early Childhood Tools and Standards		
Module Topic	**Contractor**	**Module Session Title**
Module 1A: Standards	Center for Development and Learning (CDL)	Taking a Closer Look at Early Childhood Development and Learning: A Standards-Based Approach
	Louisiana State University	Connecting the Pieces: Using Standards with Infants & Toddlers
	Louisiana State University	Connecting the Pieces: Using Standards with Preschoolers
Module 1B: Curriculum	NSU Child and Family Network	The Big Three of School Readiness: Curriculum, Standards, and Assessment
Module 1C: Assessment	Teaching Strategies, LLC	Linking Curriculum and Assessment to Support Developmental Learning
	Volunteers of America, Greater Baton Rouge	Do You See What I See? Using Assessments to Guide Children's Learning & Development
Module 1D: Integrated Approaches	Teaching Strategies, LLC	Putting Together Best Practices for Teaching and Learning
Module 1D: Integrated Approaches	NSU Child and Family Network	Putting It Together: Standards, Curriculum, and Assessment

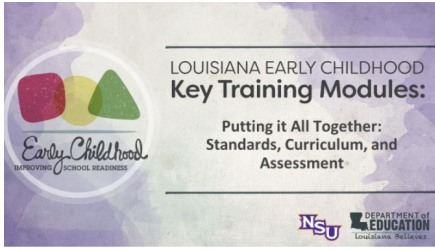| FOCUSED TRAINING AREA 1: Early Childhood Tools and Standards MODULE 1A Standards		
Training Title	**Description**	**Materials**
Connecting the Pieces: Using Standards with Infants & Toddlers LOUISIANA EARLY CHILDHOOD **Key Training Modules:** Connecting the Pieces: Using Standards with Infants & Toddlers DEPARTMENT of EDUCATION Louisiana Believes	This 2 hour session will take a closer look at the Louisiana Birth to Five Early Learning Development Standards as they relate to infants and toddlers. Participants will learn how to use the standards to plan and identify developmentally appropriate experiences, while also considering the multiple influences on children's development. Participants will leave with more confidence in using standards to develop learning outcomes for children and to connect standards to their current curriculum and assessment tools.	• Presentation Slides • Trainer Manual • Handouts
Connecting the Pieces: Using Standards with Preschoolers LOUISIANA EARLY CHILDHOOD **Key Training Modules:** Connecting the Pieces: Using Standards with Preschoolers DEPARTMENT of EDUCATION Louisiana Believes	This 2 hour session will take a closer look at the Louisiana Birth to Five Early Learning Development Standards as they relate to preschoolers. Participants will learn how to use the standards to plan and identify developmentally appropriate experiences, while also considering the multiple influences on children's development. Participants will leave with more confidence in using standards to develop learning outcomes for children and to connect standards to their current curriculum and assessment tools.	• Presentation Slides • Trainer Manual • Handouts____ _____ _____ ____
Taking a Closer Look at Early Childhood Development & Learning: A Standards-Based Approach LOUISIANA EARLY CHILDHOOD **Key Training Modules:** Taking a Closer Look at Early Childhood Development & Learning: A Standards-Based Approach DEPARTMENT of EDUCATION Louisiana Believes	This 2 hour session will provide early childhood educators with a foundational understanding of early childhood development and learning and the Louisiana Early Learning and Development Standards (ELDS). Information will be presented related to theories of early childhood development and learning, developmentally appropriate practices, and the purpose, structure, and uses of the Louisiana ELDS. Educators will learn why this information is key to their work as early care and education providers and will practice putting their newly acquired knowledge into practice through hands-on activities that can be easily transferred into practical applications within their classrooms.	• Presentation Slides • Trainer Manual • Handouts____ _____ _____ _____ _____ ____

FOCUSED TRAINING AREA 1: Early Childhood Tools and Standards MODULE 1B Curriculum		
Training Title	**Description**	**Materials**
The Big Three of School Readiness: Standards, Curriculum, and Assessment LOUISIANA EARLY CHILDHOOD **Key Training Modules:** The Big Three of School Readiness: Standards, Curriculum, and Assessment	This 2-hour training module includes experiences for trainees to understand how activities should be planned by a teacher. The module uses videos of the development of a physical skill, riding tricycles, to illustrate the concept of sequence and scaffolding. A second video shows a teacher interacting with children in a way that develops math skills to illustrate how to take advantage of children's interest and to include supporting activities in the curriculum. One activity supports participants' understanding of alignment. The module includes an opportunity for participants to use the concepts and create a plan they can use in their classroom.	● Presentation Slides ● Trainer Manual ● Handouts

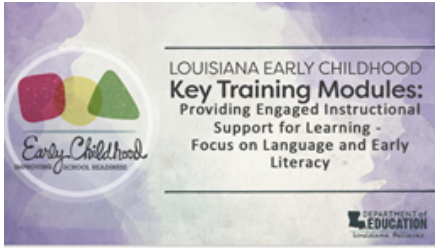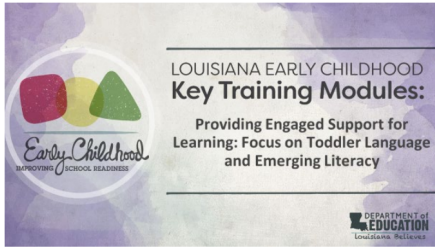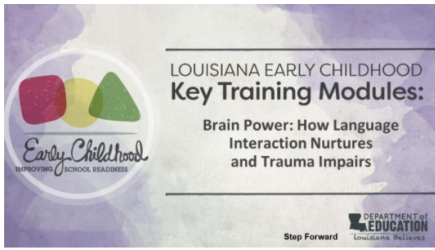| FOCUSED TRAINING AREA 1: Early Childhood Tools and Standards MODULE 1C Assessment		
Training Title	**Description**	**Materials**
Using Assessment to Support Development and Learning 	This 2 hour interactive hands-on training module will support teachers to use formative assessment to support curriculum planning. Participants will engage in hands-on experiences and reflective discussions to identify how they are currently using child and group assessments in their work. Participants will analyze a recent Class Profile Report from GOLD® to complete a self-reflection exercise and identify potential areas for growth and focus for group and individual planning. They will use assessment data to critique their learning environment, instructional materials, and strategies for creating small groups to individualize each child's learning opportunities.	● Presentation Slides ● Trainer Manual ● Handouts____ _____ ____
Using Assessment to Guide Children's Learning and Development 	This 2 hour session will guide the defining of assessment and provide a description of what observation-based assessment means. Participants will review the ages and stages of development, using both the Louisiana ELDS and TS GOLD® color bands. Participants will discuss when and how to conduct observations, how to use Tier 1 curricula to aid assessment, and how to use observation data to make curriculum adaptations with supplemental activities. Finally, participants will discuss how to evaluate development with reliability. This instruction will lead to teacher action and changes for improved practice and learning.	● Presentation Slides ● Trainer Manual ● Handouts____ _____

FOCUSED TRAINING AREA 1: Early Childhood Tools and Standards MODULE 1D Integration		
Training Title	**Description**	**Materials**
Integrated Approaches: Putting Together Best Practices for Teaching and Learning LOUISIANA EARLY CHILDHOOD **Key Training Modules:** Integrated Approaches: Putting Together Best Practices for Teaching and Learning TeachingStrategies DEPARTMENT of EDUCATION Louisiana Believes	This 2 hour interactive training module will support participants to evaluate how they use their knowledge of the children in their group along with Louisiana's Early Learning & Development Standards, *GOLD®* objectives, curriculum resources, and assessment data to individualize learning experiences for each child. Participants will engage in hands-on experiences and reflective discussions to identify how they are currently integrating best practices in early childhood education. Participants will brainstorm and plan how to use an integrated approach to curriculum and assessment to effectively inform their learning environment, instructional practices, and assessment process.	● [Presentation Slides](#) ● [Trainer Manual](#) ● [Handouts___](#) _____ ____
Integrated Approaches: Putting It All Together-Standards, Curriculum, Assessment LOUISIANA EARLY CHILDHOOD **Key Training Modules:** Putting it All Together: Standards, Curriculum, and Assessment NSU DEPARTMENT of EDUCATION Louisiana Believes	This training module includes experiences for trainees to understand how activities should be planned by a teacher. The module uses videos of the development of a physical skill – riding tricycles, to illustrate the concept of sequence and scaffolding. A second video shows a teacher interacting with children in a way that develops math skills to illustrate how to take advantage of children's interest and to include supporting activities in the curriculum. One activity supports participants' understanding of alignment. The module includes an opportunity for participants to use the concepts and create a plan they can use in their classroom.	● [Presentation Slides](#) ● [Trainer Manual](#) ● [Handouts___](#) _____

LOUISIANA EARLY CHILDHOOD KEY TRAINING MODULES
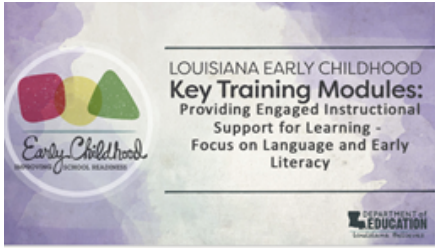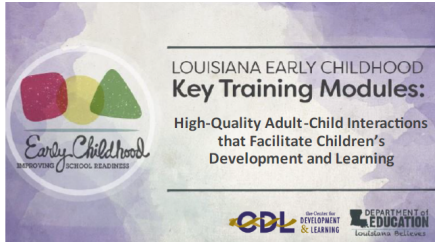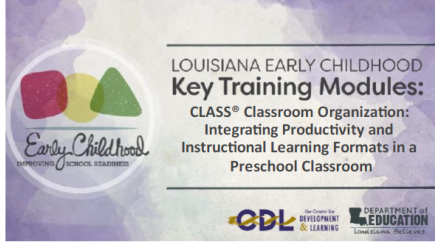
Focused Training Area 2: Supporting High-Quality Interactions		
Module Topic	**Contractor**	**Module Session Title**
Module 2A: Principles of Child Development	Casbergue Consulting, LLC Renee Casbergue, Ph.D	Providing Engaged Instructional Support for Learning: Focus on Preschool Language and Early Literacy
	Casbergue Consulting, LLC Renee Casbergue, Ph.D	Providing Engaged Support for Learning: Focus on Toddler Language and Emergent Literacy
	Step Forward	Early Brain Development: Nurtured by Language, Impaired by Trauma
	Southeastern Louisiana Area Health Education Center (SELAHEC)	Adverse Childhood Experiences (ACEs)
	Dr. Sassy Wheeler and Dr. Margaret-Mary Sulentic Dowell	Managing Writing Development Among Teachers that Impacts Children's Writing Development
Module 2B: Supporting High Quality Interactions	Center for Development and Learning (CDL)	High-Quality Adult-Child Interactions that Facilitate Children's Development and Learning
	Center for Development and Learning (CDL)	CLASS® Classroom Organization: Integrating Productivity and Instructional Learning Formats in a Preschool Classroom
	Center for Development and Learning (CDL)	Making Every Moment Count: Creating High-Quality Adult-Child Interactions Throughout the Day
	Volunteers of America, GBR	Talk to Me, Baby! Early Language Support for Infants
Module 2C: Differentiating Interactions to Meet a Child's Needs	Kreative Space Learning, LLC Niki Da'Jon	Addressing Diverse Learning Styles to Meet Children's Needs

| FOCUSED TRAINING AREA 2: Supporting High-Quality Interactions MODULE 2A Understanding Principles of Child Development		
Training Title	**Description**	**Materials**
Providing Engaged Instructional Support for Learning: Focus on Language and Early Literacy	This 2-hour interactive training module supports teachers to effectively use language and early literacy activities to increase instructional support for preschool children. Participants will engage in hands-on experiences and reflective discussions to identify how they are currently addressing early literacy in their work. Participants will analyze a demonstration read aloud and follow-up shared writing activities for evidence of indicators of Instructional Support as defined by the PreK Classroom Observation Scoring System (CLASS®). They will be invited to use strategies presented in this session to plan their own lessons to incorporate concept development, quality of feedback, and language modeling into read aloud and shared writing.	● Presentation Slides ● Trainer Manual ● Handouts___ _____ ____
Providing Engaged Support for Learning: Focus on Toddler Language and Emergent Literacy	Sharing books with toddlers offers a prime opportunity for increasing children's higher order thinking and language learning. Unlike for older preschool children, the primary focus of early literacy for toddlers is on language development and the construction of meaning. This 2 hour-interactive training module is designed to improve the quality of teachers' interactions with children as measured by the Engaged Support for Learning domain of the Toddler CLASS® that focuses on Facilitation of Development and Learning, Quality of Feedback, and Language Modeling.	● Presentation Slides ● Trainer Manual ● Handouts___ _____
Early Brain Development: Nurtured by Language, Impaired by Trauma	This 2-hour training module will focus on early brain development and the effects that trauma can cause on the brain in early childhood. Participants will explore steps in the back and forth interaction between children and adults, and both executive function activities and self-regulation skills with children of all ages.	● Presentation Slides ● Training Manual ● Handouts

Adverse Childhood Experiences (ACES)	Early childhood is a critical period in brain development, creating a foundation for development throughout life. This two-hour module explores how Adverse Childhood Experiences (ACEs) and toxic stress can jeopardize that foundation by overwhelming physiological stress systems, potentially altering brain structure and development. Participants will learn how ACEs have been found to be linked to lifelong challenges, as well as early prevention and intervention strategies that can significantly improve outcomes. This module will cover evidence-based strategies that can prevent ACEs by supporting individuals, families, and communities. Early Childhood Educators will also have opportunities to engage with strategies that build resilience in the classroom.	● Presentation Slides ● Training Manual ● Handouts
Managing Writing Development Among Teachers that Impacts Children's Writing Development	This 2-hour training module is designed to assist school administrators and center directors in increasing understanding of the stages of writing development. Writing development is part of overall literacy development. This module encourages administrators to provide professional development in writing that augments teachers' knowledge of language interactions, the importance of being read to, and shared reading.	● Presentation Slides ● Training Manual ● Handouts

FOCUSED TRAINING AREA 2: Supporting High-Quality Interactions MODULE 2B: Supporting High Quality Interactions		
Training Title	**Description**	**Materials**
Making Every Moment Count: Creating High-Quality Adult-Child Interactions Throughout the Day 	This 2-hour, interactive module will outline the components of effective, high-quality adult-child interactions and focus on how adults can actively support children's development and learning at a variety of levels. Participants will learn the benefits of high-quality adult-child interactions, evaluate adult-child interactions, and learn how to facilitate high-quality adult-child interactions that actively involve children and facilitate growth in all developmental areas. Strategies will also be given to aid participants in facilitating high-quality adult-child interactions throughout the day and in routines and activities.	● [Presentation Slides](#) ● [Trainer Manual](#) ● [Handouts](#)
High-Quality Adult-Child Interactions that Facilitate Children's Development and Learning 	This session will outline the components of effective, high-quality adult-child interactions and focus on how adults can actively support children's development and learning at a variety of levels. Participants will learn the benefits of high-quality adult-child interactions, evaluate adult-child interactions, and learn how to facilitate high-quality adult-child interactions that actively involve children and facilitate growth in all developmental areas. Strategies will also be given to aid participants in facilitating high-quality adult-child interactions throughout the day and in routines and activities.	● [Presentation Slides](#) ● [Trainer Manual](#) ● [Handouts](#)
CLASS® Classroom Organization: Integrating Productivity and Instructional Learning Formats in a Preschool Classroom 	This session will provide early childhood educators with a foundational understanding of Productivity and Instructional Learning Formats to actively support the organization and management of student's time and attention in the classroom. Early childhood educators will learn helpful strategies to manage instructional time and routines within their classroom environment. This session will also outline components focused on how teachers can maximize students' interest, engagement, and ability to learn through lessons and activities that are provided.	● [Presentation Slides](#) ● [Trainer Manual](#) ● [Handouts](#)
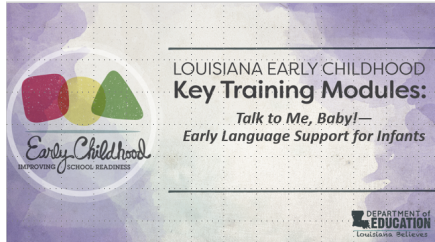
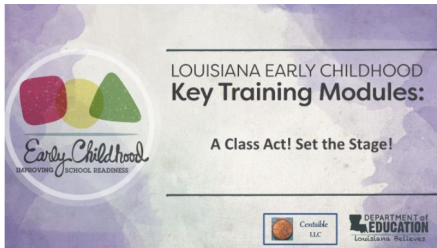| Talk to Me, Baby! Early Language Support for Infants	This 2-hour interactive training module will provide participants with high-level early language support in infant classrooms, through a deeper understanding of the Infant CLASS® tool and high-quality teacher-child interactions. Training participants will practice realistic strategies for implementing self-talk, imitating and initiating sounds or words; modeling turn-taking, and effectively using toys for expansion and extension of language. This training will also show how early language support strategies connect other Infant CLASS® dimensions, to support overall infant learning and care in both younger and older infants.	● Presentation Slides ● Trainer Manual ● Handouts____ _____ ____

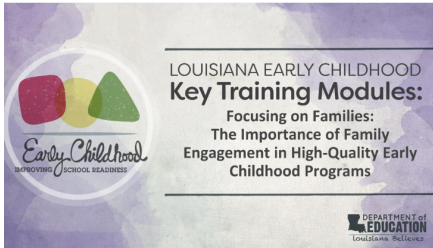| FOCUSED TRAINING AREA 2: Supporting High-Quality Interactions MODULE 2C Differentiating Interactions to Meet a Child's Needs		
Training Title	**Description**	**Materials**
Addressing Diverse Learning Styles to Meet Children's Needs	This 1-hour interactive training module supports teachers in differentiating interactions to meet a child's needs. This module will train and educate participants to identify and use modifications with children. Individual children learn and develop in different ways. As educators we need to be equipped to help them succeed in the most beneficial way. This training will show teachers how to view children through the lens of individuality, give them different ways to identify if children need accommodations, and demonstrate practical ways to use and understand accommodations to help children succeed.	● [Presentation Slides](#) ● [Training Manual](#) ● [Handouts](#)

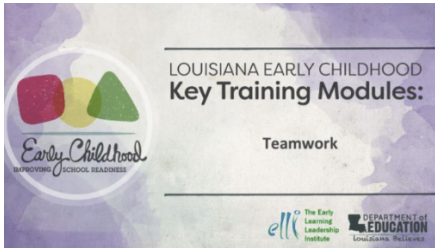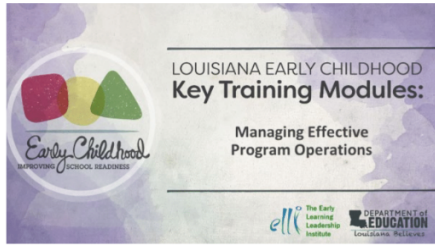| Focused Training Area 3: Management and Leadership		
Module Topic	**Contractor/Creator**	**Module Session Title**
3A: Planning a safe and healthy learning environment	Centsible, LLC Penny Black	A Class Act! Set the Stage!
	Pennington Biomedical in partnership with Well-Ahead Louisiana	Outdoor Play & Learning Module
3B:Building productive relationships with families	Amy Hook Poirier	Focusing on Families: The Importance of Family Engagement in High Quality Early Childhood Programs
3C: Managing an effective operation	Amy Hook Poirier	We Have a Curriculum: Now What Do We Do?
	Early Learning Leadership Institute, LLC	Teamwork
	Early Learning Leadership Institute, LLC	Managing Effective Program Operations
	Dr. Renee Casbergue and Dr. Margaret-Mary Sulentic Dowell	Understanding Louisiana's Use of CLASS®: Supporting Administrators' Teacher Improvement Efforts
	Rachel Dugas	Managing an Effective Program Through *GOLD®*
	TKHB Associates, LLC	The Parallel Process: Modeling CLASS® in Adult-Adult Workplace Interactions
	Laura Marchand	Child Adult Care Food Program Additional Support
3D: Managing a commitment to professionalism and leadership	Learning Matters	Instructional Leadership Guidebook
	Louisiana State University (LSU)	Conducting In-House Professional Development using Video Self-Assessment

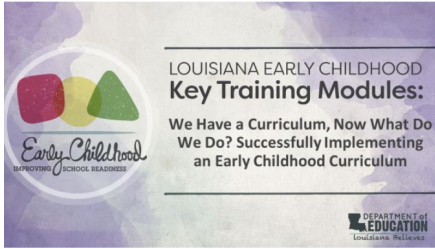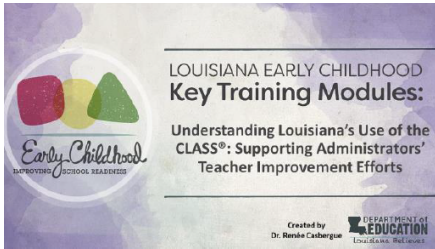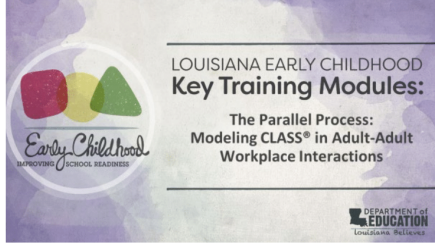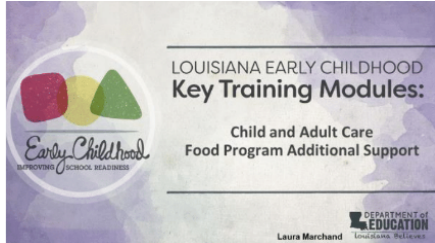| FOCUSED TRAINING AREA 3: MANAGEMENT & LEADERSHIP MODULE 3A: Planning a safe and healthy learning environment		
Training Title	**Description**	**Materials**
A Class Act! Set The Stage!	This 2-hour module creates an awareness of the important role that the physical environment in the early childhood classroom plays in regards to student behavior and the process of teaching and learning. The environment comprises the setting itself (including materials and equipment), the people within the setting, and any learning experiences, routines,and schedules established within the setting. Using the standards as a basis for planning learning objectives and how those objectives can be carried out in interest areas is emphasized. Intentional planning and teaching can aid teachers in organizing developmentally appropriate activities that will allow children to learn and grow at their own pace. On-going assessment will guide further instruction.A carefully planned physical environment can help a program achieve its goals. Intentional teaching is, not only, important for the aspects of instruction and assessment, but is also equally important to the planning of the environment.	● Presentation Slides ● Training Manual ● Handouts
Outdoor Play & Learning Module	The purpose of this 2.5-hour module is to provide child care directors and staff with evidence-based best practices that foster outdoor play and early child development. Physical activity in early childhood is critical for both physical and mental development. An important context for physical activity is within the early childhood education (ECE) settings, as nationwide around 80% of young children attend these settings. Outdoor play provides an opportunity for physical activity, but also assists in facilitating academic lessons, and improving child mental health. However, recent reports among Louisiana ECE centers suggest early learning centers only meet 39% of best practices for outdoor play, including policy, environment, playtime, and professional education metrics. This training provides a pre-assessment, outdoor playtime considerations and requirements, education and professional development topics, and physical activity state licensing requirements.	● Presentation Slides ● Trainer Manual ● Handouts

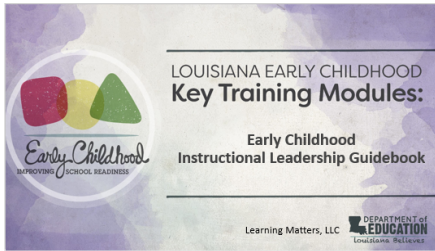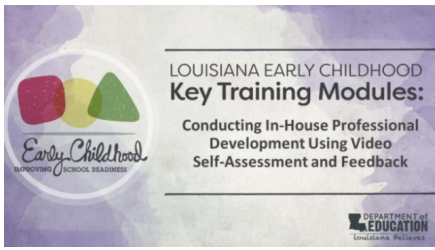| FOCUSED TRAINING AREA 3: MANAGEMENT & LEADERSHIP MODULE 3B: Building productive relationships with families		
Training Title	**Description**	**Materials**
Focusing on Families: The Importance of Family Engagement in High Quality Early Childhood Programs	Strong collaborative relationships with families are essential in high-quality early childhood programs. This session will introduce the role and highlight the importance of family engagement. Content presented will focus on the characteristics of families in the 21st century and explore how to actively engage them in the development and learning of their children. Participants will learn strategies to build relationships with families, actively engage them in programmatic decisions and classroom activities, and support them in their role as their child's first and most important teacher by providing them with ways to facilitate their child's learning and development at home.	● [Presentation Slides](#) ● [Trainer Manual](#) ● [Handouts](#)

FOCUSED TRAINING AREA 3: MANAGEMENT & LEADERSHIP MODULE 3C: Managing an Effective Program		
Training Title	**Description**	**Materials**
Teamwork 	This 2-hour, interactive session is about building and leading an effective team, including developing an environment that supports staff and the instructional needs of teachers. The workshop focuses on the importance of the trainees reflecting on the concepts of building and leading a team, and the environment in which that occurs, by brainstorming and giving their thoughts first. Then some answers to the question are given by the instructor so that comparisons may be made and a full definition of each concept emerges. At the end, we look at the differences between empowerment and delegation, teacher development, and characteristics of adult learners.	• Presentation Slides • Trainer Manual • Handouts
Managing Effective Program Operations 	This module explores how effective communication is a key component to the operations of early learning program. Without good communication, programs do not run smoothly. Good communication enhances the goal of creating an environment that is conducive to high quality. The use of systems, policies, and procedures helps accomplish this through: classroom management utilizing systems for planning, record keeping, and reporting, leadership and coaching utilizing individualized staff development plans as an important component, well-planned staff meetings held on a regular basis and designed to generate constructive employee interaction, and teacher training as a part of staff development necessitating planning and budget considerations.	• Presentation Slides • Trainer Manual • Handouts
We Have a Curriculum, Now What Do We Do? Successfully	This 2-hour session will focus on successfully implementing curriculum in the early childhood	• Presentation Slides • Trainer Manual

Implementing an Early Childhood Curriculum	classroom. Participants will explore the elements needed for, and their role in, curriculum implementation with specific attention given to the importance of a well-developed daily schedule, the purpose of intentional planning in the facilitation of high-quality teacher-child interactions, activities, and experiences, the value of using curriculum-aligned materials, the effective implementation of planned experiences through teacher-guided and child-initiated activities, the importance of using observations and assessments to evaluate children's development and learning and to guide planning, and the need for modifying and adjusting activities based on children's individual characteristics.	● Handouts ____
Understanding Louisiana's Use of CLASS®: Supporting Administrators' Teacher Improvement Efforts	This 2-hour interactive training module is designed to assist school administrators and center directors in increasing teaching effectiveness. While all administrators have access to observation scores, not all understand how to use this data effectively. Few have sufficient understanding of the CLASS® instrument itself to understand what is needed to improve teaching. Administrators will learn to access and use scores from the CLASS® to make data-driven decisions about teachers' needs and develop strategies for efficiently observing teachers and providing instructional leadership.	● Presentation Slides ● Trainer Manual ● Handouts
Managing an Effective Program through GOLD®	This 2-hour interactive training module is designed for managers/directors/principals/leaders who want to build their capacity to effectively use GOLD® to manage their program. In this training, participants will develop an understanding of GOLD® and why it is used to assess the development and learning of young children. Participants will learn how staff members can capture quality documentation and how to ensure staff captures this quality documentation regularly. Various methods for tracking documentation will be shared to ensure checkpoints are finalized timely and accurately. Participants will leave this session knowing the best reports to use to optimize effective instructional practices while ensuring proper program compliance.	● Presentation Slides ● Trainer Manual ● Handouts____
The Parallel Process: Modeling CLASS® in Adult-Adult	This session is designed for educational leaders who supervise teachers. The objective is for administrators	● Presentation Slides ● Trainer Manual

Workplace Interactions	to consider their own words and behaviors in light of the CLASS® tool. Administrators will identify ways they can intentionally model CLASS® dimensions in their interactions with other adults in the workplace.	● [Handouts](#)
Child Adult Care Food Program (CACFP) Additional Support	Louisiana licensing regulations require all centers to meet the guidelines of the Child and Adult Care Food Program (CACFP). Participation in the food program is an opportunity to receive federal funding to provide nutritious meals. Many centers are missing out on these funds which offset food costs when providing meals within the CACFP guidelines. The module provides an overview to the CACFP guidebook, which provides administrators guidance related to the Child and AdultCare Food Program specific to: ● Applying for the program ● Managing the record-keeping requirements ● Maintaining good standing in the program	● [Presentation Slides](#) ● [Trainer Manual](#) ● [Handouts](#)

FOCUSED TRAINING AREA 3: Management and Leadership MODULE 3D Managing a Commitment to Professionalism and Leadership		
Training Title		**Materials**
Instructional Leadership Guidebook LOUISIANA EARLY CHILDHOOD **Key Training Modules:** Early Childhood Instructional Leadership Guidebook Learning Matters, LLC — DEPARTMENT of EDUCATION Louisiana Believes	Louisiana is focused on increasing the skills children develop during their early years because these skills are the foundation for future growth and development. As instructional leaders in their centers, directors require structures and tools to offer guidance to teachers. The purpose of this guidebook is to support continuous quality improvement through 1. suggested structures to build instructional leadership practices and 2. customizable templates to support instructional leadership routines.	● Presentation Slides ● Training Manual ● Handouts
Conducting In-House Professional Development using Video Self-Assessment LOUISIANA EARLY CHILDHOOD **Key Training Modules:** Conducting In-House Professional Development Using Video Self-Assessment and Feedback DEPARTMENT of EDUCATION Louisiana Believes	This training will include an overview of what constitutes self-reflection and how engaging in self-reflection within a framework can impact teacher performance and personal growth. Participants will assess teacher-child interactions as measured by the CLASS® tool and how this process supports the adult learning theory.(i.e. adult learning theory). Additional discussion will center on implementing and creating professional learning communities within participants' center through the sharing of videos with other professionals, which can further impact professional growth and development.	● Presentation Slides ● Training Manual ● Handouts