



# 2 Day SERK Conference

- 12 PQAS hours in 2 days
- FREE gift at EACH session + FREE lunch
- Attend 2 full days and shop for a prize of your choice!

**\$40 conference fee**

Payment must be received with registration.

Public Health Management Corporation  
Centre Square East, 1500 Market Street, Philadelphia 19102

Complete the registration form and return it with a check or money order to: SERK@PHMC, Centre Square East, 1500 Market St., Philadelphia, PA 19102

Name \_\_\_\_\_

Email address \_\_\_\_\_ Phone \_\_\_\_\_

Date of Birth (mm/dd/yyyy)   /   /     Last 5 digits SS#  -

Program Name \_\_\_\_\_ County \_\_\_\_\_

My program is a:  STAR 1  STAR 2  STAR 3  STAR 4/4A  No STAR level

**\*\*If you would like to pay by credit card, check here  and send in this form. Don't forget to include your email address above.**

## Day 1

Select your PD sessions by checking the boxes below. Each day should total six hours. Sessions are assigned first come, first served so sign up early! PD session descriptions on page 2.

8:30	<input type="checkbox"/> <b>Ages and Stages Questionnaires</b> <i>Sharon McClafferty</i> (2 hours)	<input type="checkbox"/> <b>Understanding and Planning for Continuous Quality Improvement</b> <i>Zachary Cohen</i> (4 hours)	<input type="checkbox"/> <b>Integrating the Early Childhood Standards into Curriculum and Assessment</b> <i>Judy Flanigan</i> (6 hours)	<input type="checkbox"/> <b>The Trauma Informed Classroom</b> <i>Monica Sullivan</i> (6 hours)
10:30	<input type="checkbox"/> <b>Mandated Reporting of Suspected Child Abuse and Neglect</b> <i>Anastasia Nikolopoulos</i> (2 hours)		Lunch	Lunch
11:30				
12:00			Session continues	Session continues
12:30	Lunch	Lunch		
1:00	<input type="checkbox"/> <b>Hiring, Supporting, and Retaining Quality ECE Teachers</b> <i>Jennifer Bradshaw</i> (2 hours)	<input type="checkbox"/> <b>Strengthening Relationships</b> <i>Sharon McClafferty</i> (2 hours)		

## Day 2

8:30	<input type="checkbox"/> <b>Taking care of Ourselves - Stress Reduction</b> <i>Vanetta Alexander</i> (2 hours)	<input type="checkbox"/> <b>Core Knowledge Competencies</b> <i>Zachary Cohen</i> (4 hours)	<input type="checkbox"/> <b>Transitioning Across the Continuum of Early Learning (TACEL)</b> <i>Judy Flanigan</i> (6 hours)	<input type="checkbox"/> <b>Implementing Best Practices in Health and Safety</b> <i>Roxana Leon</i> (6 hours)
10:30	<input type="checkbox"/> <b>Grooming the Challenging Employee</b> <i>Pat Hess</i> (2 hours)		Lunch	Lunch
11:30				
12:00			Session continues	Session continues
12:30	Lunch	Lunch		
1:00	<input type="checkbox"/> <b>Career Lattice/Advising</b> <i>Kate Duffy</i> (2 hours)	<input type="checkbox"/> <b>Supervision</b> <i>Pat Hess</i> (2 hours)		

# The Director 2-Day SERK Conference

## PD session descriptions (listed alphabetically)

### **Ages and Stages Questionnaires**

Participants will learn how to use an ASQ and an ASQ: SE as a screening tool for children ages 3 months to 5 years. As a result of their participation in the session they will receive these screening tools and will be able to administer, score, share results with families and refer children for further evaluation if indicated. K4-C1-41

### **Career Lattice/Advising**

Learn how career advising can benefit your program and set your facility up for success! This session provides guidance around understanding the Career Lattice, pursuing a credential or degree, obtaining financial supports to aid in the cost of school, applying for monetary awards to recognize staff's educational achievements, and tips for supporting staff through their educational journeys. The information shared benefits both professionals new to the ECE field, as well as experienced educators. K6-C1-62

### **Core Knowledge Competencies**

This session provides ECE professionals with an introduction to the PA Keys' professional development system and two new resources that have been developed for practitioners? use. Participants will learn how the Core Knowledge Competencies (CKC) and the Big Ideas Framework/ Individual Professional Development Plan (IPDP) documents can be used to help ECE professionals assess and chart their education, professional development needs, and accomplishments. **This session meets the requirements of the Keystone STARS Core Series for CBK/PDR.** K6-C3-60

### **Grooming the Challenging Employee**

This session will support administrative staff in learning how to inspire those staff who are stuck. Participants will look at several types of employees that present specific management challenges and will examine what is behind the behavior and how to support varied learning styles to help them become more successful in the work environment. K8-C3-91

### **Hiring, Supporting, and Retaining Quality ECE Teachers**

This workshop will provide Directors with information on how to hire qualified Teachers and support their growth through orientation, regular classroom observations, feedback, and professional development. Directors will gain knowledge of how to create action plans to improve Teacher performance and how to boost morale. K8-C3-93

### **Implementing Best Practices in Health and Safety**

This session examines the materials from ERS-Personal Care Routines Subscale; Caring for our Children, 3rd edition; Model Child Care Health Policies; Managing Infectious Diseases in Child Care; Managing Chronic Health Needs in Child Care; and the PA Position Statements. Directors will be able to identify resources to utilize in order to implement best practice in health and safety. Directors will evaluate case scenarios and use a Health and Safety Site Assessment Checklist. Directors will collaborate in assessing and creating an improvement plan while utilizing recommended health and safety resources. K7-C3-76

### **Integrating the Early Childhood Standards into Curriculum and Assessment**

Meets the requirements for the Keystone STARS Core Series and for the Pennsylvania Quality Assurance System (PQAS). This 6 hour session will define Curriculum and Assessment and the link to Early Learning. Discussion will also revolve around how to apply your assessments to curriculum and then to all key learning areas in your program. K2-C2-13

### **Mandated Reporting of Suspected Child Abuse and Neglect**

Practitioners will learn about prevention efforts, how to recognize signs and symptoms of child abuse and neglect, and reporting requirements for mandated reporters. Practitioners will also develop or review their programs policy regarding child abuse and neglect. K7-C1-86

### **Strengthening Relationships**

Participants will discuss how building relationships with families can help prevent child abuse and neglect as well as promote healthy child development. We will explore specific strategies for building collaborative relationships that include, asking questions and wondering, active listening, empathy, pointing out the positive, and not knowing. K3-C2-34

### **Supervision**

As staff members and volunteers interact with children and teens our first and foremost concern is to keep children from harm. This session will review protocols for supervision and sound practices for preventing abuse by managing risks. We will assess daily activities and develop protocols for age-appropriate supervision and interactions with children. K8-C1-93

### **Transitioning Across the Continuum of Early Learning (TACEL)**

The purpose of TACEL is to "tackle" issues of school readiness, family engagement, and child outcomes. TACEL is important to program quality because intentional focus on providing effective transitions positively impacts continuing student achievement. Another goal of positive transitions is to maintain positive outcomes of high quality settings over time. K3-C2-34

### **Taking care of Ourselves - Stress Reduction**

Stress is natural and can be inevitable to avoid. While we sometimes can't control circumstances, we can learn ways to take care of ourselves so stress does not become a problem. Taking care of you is the first step in managing stress to avoid taking a toll on your health and effectiveness as an early childhood educator. Our stress can and may impact the quality of care provided to children and potentially trigger challenging behavior. K6-C2-61

### **The Trauma Informed Classroom**

Exposure to traumatic stress has the potential to negatively impact young children and their growing brains, as well as the social-emotional dynamics of caregiving and learning systems. Professionals dealing with children's behaviors resulting from traumatic exposure are also impacted emotionally, causing increased stress and greater potential for provider burnout and dysfunction. This 6 hour session will provide theoretical knowledge about trauma and the developing brain and will offer practical strategies for use in the classroom. The first half will provide a foundational overview of early trauma and its impact. The second half will provide practical strategies to support a compassionate classroom and to develop individual social emotional skills. Professionals will develop strategies for supporting the trauma-informed principles of collaboration, choice and control for children in the classroom and will consider how to make their working environments more trauma-informed and supportive for everyone. K1-C2-02

### **Understanding and Planning for Continuous Quality Improvement (CQI)**

Meets requirements for the Keystone STARS Core Series. This module defines and presents the philosophy of Continuous Quality Improvement (CQI) which is the basic premise for the Keystone Stars Quality Rating System. Participants will practice writing goals and objectives that would inform a CQI plan and participants will be introduced to CQI planning tools. K6-C2-61