

THE 2016 SUMMER INSTITUTE CONFERENCE

honoring the

# GREATNESS

in You



**MPDG** Montana Preschool  
Development Grant



[opi.mt.gov](http://opi.mt.gov)



**MONTANA**  
**DPHHS**  
Healthy People. Healthy Communities.  
Department of Public Health & Human Services



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The purpose of the MPDG is to build, develop, and expand high-quality preschool

programs so that more children from low- and moderate-



income families enter ready to succeed in kindergarten and in life.

## WELCOME

I would like to welcome each of you to the 2016 Summer Institute. The theme for the Institute is “Honoring the Greatness in You” as we truly value all that you do to enrich the lives of the children and families you touch every day. We are thrilled to be able to host this valuable learning and sharing opportunity through the Montana Preschool Development Grant. The Summer Institute not only provides an opportunity for learning, but also a chance to connect with other early educational professionals from across the state. As you attend the various learning opportunities throughout the next few days, I hope you take time to make new friends, and visit with an old one; share an innovative idea with others, and bring some great new ideas home with you. I want to thank all of you for your dedication to developing high-quality programs for our preschool aged children. This is hard work. But so very worthwhile!

Cheers,

Tara Ferriter-Smith

Preschool Development Grant Director, OPI



Tara Ferriter-Smith is the Preschool Development Grant Director for the Montana Office of Public Instruction. She provides support for districts, preschool programs, and educators as they implement effective research-based strategies for continuous improvement. Tara earned her M.S. in Educational Leadership at Western Governor’s University in Salt Lake City, UT and a B.A. in Elementary Education at Carroll College in Helena, MT. She has been with the OPI for ten years and was a classroom teacher for ten years. She enjoys sharing her passion for learning.

Warmest welcome to you all! The Montana Preschool Development staff has enjoyed having the opportunity to work with you over the last school year. It has been a privilege to be involved with the work serving both children and families in your programs across the great state of Montana and we look forward to continuing with you over the next couple of years.

We are pleased to be able to coordinate this second annual Summer Institute and we hope you find this to be a valuable professional development opportunity. We want to thank you for taking time out of your summer to participate and we acknowledge this is just another demonstration of your dedication to your work with Montana families.

Warmest Wishes,

Sally Tilleman

Montana Preschool Development Grant Coordinator,  
DPHHS



Sally Tilleman is a Montana Preschool Development Grant Coordinator with the Department of Health and Human Services. Sally has a Social Work degree from the University of Montana. Sally has worked over 15 years serving families and their children who have specialized needs. This work includes serving as a behavioral specialist for public schools, Head Starts as well as private mental health agencies. In addition, Sally was the school counselor for Montana School for Deaf and Blind for six years. Sally is pleased to be part of the grant leadership team serving the partners in the Montana Preschool Development Grant.

## INFORMATION

### CREDITS

#### Early Childhood Project Practitioner Registry Training Credits

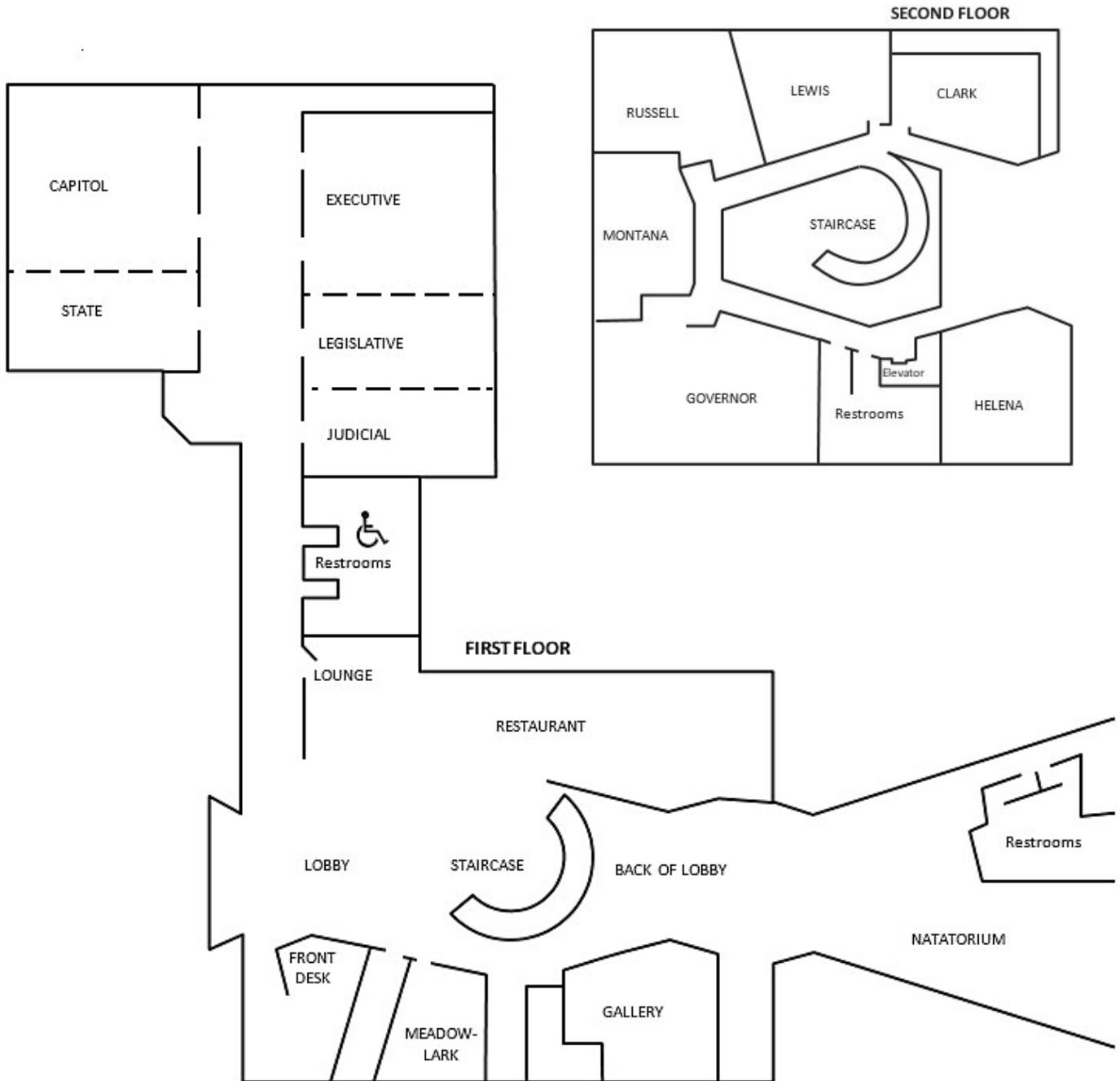
The 2016 Montana Preschool Development Grant (MPDG) Summer Institute has been approved for 22 training hours with the Early Childhood Project (ECP) Practitioner's Registry. Participants requesting the ECP training hours will need to sign the ECP "Approved Training Attendance Sheet" upon registration at the Summer Institute and initial each day of attendance. On the final day of the Summer Institute the Certificates of Attendance will be distributed to those having attended throughout the four day Summer Institute.

#### OPI Renewal Units

OPI Renewal Unit forms will be available at the registration desk.



# COLONIAL HOTEL MAP





## 2016 Summer Institute Agenda

Session Descriptions, Presenters, Rooms and Times

		Strands:											
		Leadership	Instruction	Assessment	Child Guidance	Learning Environments	Family & Community Engagement						
		Capitol	State	Gallery	Lewis	Clark	Nataatorium	Helena	Governor	Montana			
<b>Day 3 - Wednesday July 13</b>													
	<b>Section 18:30-10:15</b>	Oral Language Development: Making a Meaningful Difference with Garnie Cole	Community Engagement 101: How to build lasting, trusting relationships with Deb Halliday & Laurie Bishop	A Team-Based Approach to Creating a Language-Rich Classroom Environment with Troy Knight	Conscious Discipline Transformational process with Angela Fraley	READY! for Kindergarten—Targets, Tools, and Training For Families With Children Birth To Age 5 with Lynn Fielding & Linda Vinson	Nurturing the Growth Mindset with Kim Penn	Project Based Learning through Science with Stephanie Lester	Early Childhood Behavior Tools, Setting Children Up to be Successful with Denielle Miller	Getting the Most out of your Learning Environment with GFPS Staff	The Power of Effective Feedback: Using CLASS Observations as a Catalyst for Professional Growth with Courtney Pfeifer	Getting to know the MPOG Assessments and Assessment Team—A Question and Answer Session for NEW Programs or Staff with Chris DeWald	The CLASS for Preschool Grantees with Mary Musil
	<b>Break</b>												
	<b>Section 2:10-3:15</b>	Show Me What to Do Part 1 with Johanna Berry Wesser	Vocabulary Instruction: Creating High Quality Storage with Danielle Thompson	Interactive Storybook Reading with Craig Buscher	All That I Know is What I Have Words For: Building Oral Language Development in Young Children with Marybeth Flachbart	READY! for Kindergarten—Targets, Tools, and Training For Families With Children Birth To Age 5 with Lynn Fielding & Linda Vinson	Making Connections: Developing Oral Language Routines to Support Phonemic Awareness and Phonics Instruction with Bobbie Oosterbaan	Overview of What it Takes to Develop Positive Behavior Support Systems in Early Childhood through the MBI with Amy Foster Wolfraime and Sandy Elmore	Differentiating for Every Learner with Denielle Miller	Instructional Rounds with Dian Prestwich	The Power of Effective Feedback: Using CLASS Observations as a Catalyst for Professional Growth with Courtney Pfeifer	Getting to know the MPOG Assessments and Assessment Team—A Question and Answer Session for RETURNING Programs or Staff with Chris DeWald	The Role of the Family Engagement Coordinator with Sandy Gale
	<b>Lunch on your own</b>												
	<b>Section 3:10-3:15</b>	Show Me What to Do Part 2 with Johanna Berry Wesser	How are Montana Communities Expanding Preschool? Lessons from the GMM: Early Learning Roadmap with Deb Halliday & Laurie Bishop	Ins and Outs of Alphabet Instruction with Johanna Berry Wesser	I Love You Rituals and Connection Activities with Angela Fraley	Do you hear what I hear? Phonological Awareness for Reading Success! With Tina Pelletier	Picture This! Creating a Learning Environment that Foster Procedures and Independence with Bobbie Oosterbaan	Understanding the Power of Guidance: It's a Win/Win for Both Children and Adults with Stephanie Lester	Read-Aloud Revival with Kim Penn	The Magic Sauce in Leadership with Debra Scheffel	Why Walkthroughs Matter with Jennifer Darlington	Introduction to DIAL-4 for MPOG Programs with Chris DeWald	Picture Book Palazzo with Maureen Kemple
<b>Day 4 - Thursday July 14</b>													
	<b>Section 18:30-10:15</b>	Developing Eliciting Science Centers with Julie Bullard	Supporting our Children "Cradle to Career": Connecting the dots through collective impact with Deb Halliday & Laurie Bishop	Addressing Challenging Behaviors Part I with Johanna Berry Wesser	Stressed? Or Wishes you Wellness with Angela Fraley	Fostering Movement Part 1 of 3 All day session 1 credit option with Megan Chilsen	Promoting Pro-social Behavior with Denise Malley	Developmentally Appropriate, Intentional, and Engaging Learning Environments = Success with Stephanie Lester	Teaching Friendship and Problem Solving Skills with September Gerey	CLASS Instructional Support: An Introduction to Implementation Strategies, Part 1 with Courtney Pfeifer	CLASS Instructional Support: An Introduction to Implementation Strategies, Part 2 with Courtney Pfeifer	Other	Understanding Poverty and How It Relates to Your Students with Anne Tanner
	<b>Break</b>												
	<b>Section 2:10-3:15</b>	Developing "Rich" Early Learning Environments with Julie Bullard	Transforming the Supply List in Rich Learning Interactions: Supporting Creative Curriculum studies through the Environment with Jill Christensen	Addressing Challenging Behaviors Part II with Johanna Berry Wesser	What does Conscious Discipline Look Like? Part 1 with Angela Fraley	Fostering Movement Part 2 of 3 All day session 1 credit option with Megan Chilsen	Did You Forget the Numbers? Integrating Math and Cognition skills into Everyday Learning with Marci Parks	Dr. Seuss and Mother Goose is Where It All Begins with Susan Nette	Family Engagement Integral Part of Success with Steve Wellington	CLASS Instructional Support: A Great Place to BEE with GFPS Staff	Other	Other	What Program Leadership Needs to Know to Work with IEP students with Natalie Hawks
	<b>Lunch on your own</b>												
	<b>Section 3:10-3:15</b>	Get In There and Coach! Helping Preschool Teachers Read Their Full Potential with Carrie Cole	RTI in the Preschool Classroom with Kim Johnson	Incorporating Indian Education For All in the Early Childhood Classroom with Anne Tanner	What does Conscious Discipline Look Like? Part 2 with Angela Fraley	Fostering Movement Part 3 of 3 All day session 1 credit option with Megan Chilsen	Meeting the Challenge/Challenging Behavior with Denise Malley	Culturally Proficient Family Engagement with Karen Herrera-Joseph	Strategies for Effective Family Engagement in Supporting Positive Behaviors with September Gerey	Empty	Unpacking the MT Preschool Self-Assessment with Jill Christensen and Terri Barclay	Other	What Teaching Staff Need to know to Work with IEP Students with Natalie Hawks

## MONDAY

<u>Time</u>	<u>Room</u>	<u>Session Name</u>
8:00 – 10:30	Grand Ballroom	Morning Meet & Greet, Welcome, and Keynote
10:45 - 11:45		
1:00 – 2:00		
2:15 – 4:00		

## TUESDAY

<u>Time</u>	<u>Room</u>	<u>Session Name</u>
8:00 - 8:30	Grand Ballroom	Morning Meet & Greet
8:30 - 11:45		
11:45 - 1:00	Lunch on your own	
1:00 – 4:00		
6:00 – 9:00	Grand Ballroom	Paper Tigers showing

## WEDNESDAY

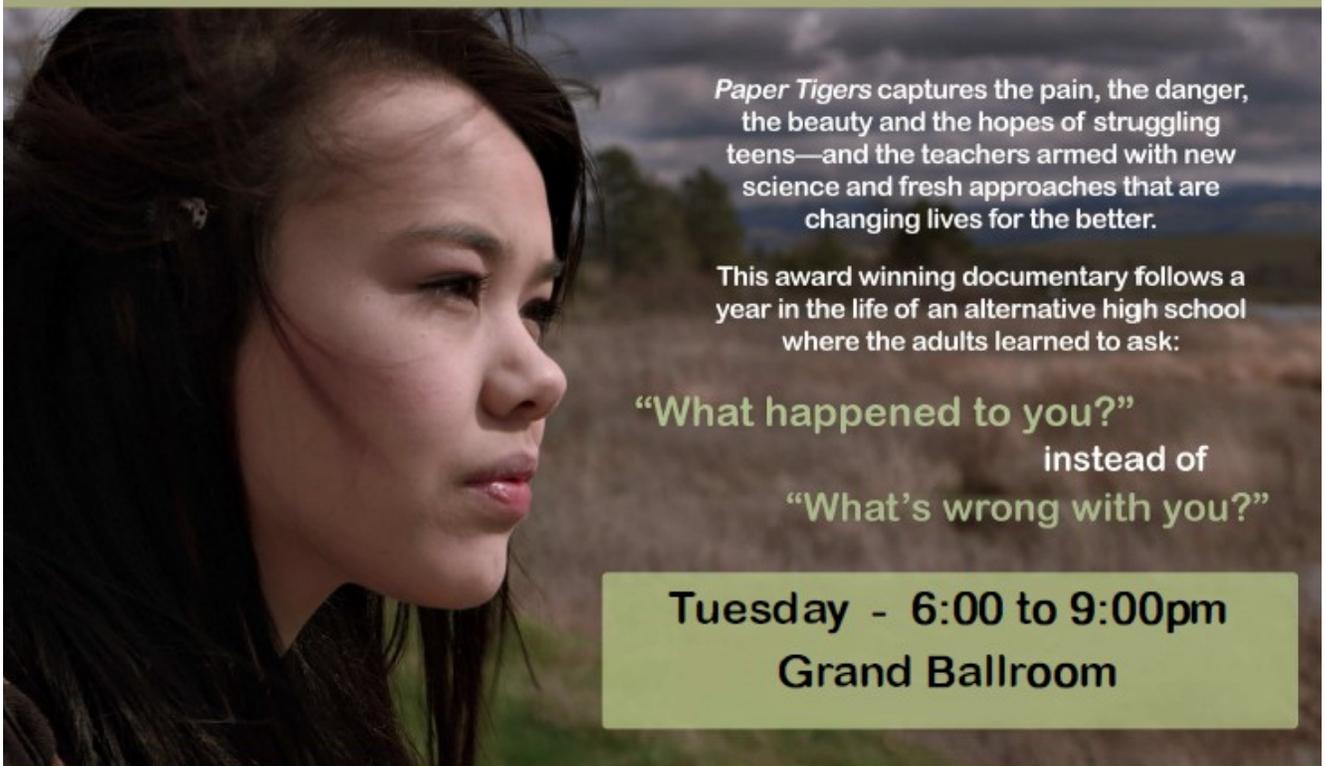
<u>Time</u>	<u>Room</u>	<u>Session Name</u>
8:30 – 10:15		
10:30 - 12:15		
12:15 – 1:30	Lunch on your own	
1:30 – 3:15		
4:15 – 6:00	Grand Ballroom	Showcase Event

## THURSDAY

<u>Time</u>	<u>Room</u>	<u>Session Name</u>
8:30 – 10:15		
10:30 - 12:15		
12:15 – 1:30	Lunch on your own	
1:30 – 3:15		



# Attend This Free Screening of **PAPER TIGERS**



*Paper Tigers* captures the pain, the danger, the beauty and the hopes of struggling teens—and the teachers armed with new science and fresh approaches that are changing lives for the better.

This award winning documentary follows a year in the life of an alternative high school where the adults learned to ask:

“What happened to you?”  
instead of  
“What’s wrong with you?”

**Tuesday - 6:00 to 9:00pm  
Grand Ballroom**

Directed & Produced by James Redford

View the trailer at [www.papertigersmovie.com](http://www.papertigersmovie.com).

*Paper Tigers* follows a year in the life of an alternative high school in Walla Walla WA. Lincoln High School was the first high school in the country to integrate trauma-informed and resilience-building practices, which resulted in an 85 percent decline in suspensions and a 40% decline in expulsions after the first year.



Todd Garrison, Executive Director of ChildWise, will lead a facilitated discussion about the positive impact these approaches have made not only for the children, but in the community.

# PROGRAM SHOWCASE

*Join us in an evening of conversation, fun, and food as we celebrate program successes and highlights*

**Wednesday July 13**

**4:15 to 6:00pm**

**Grand Ballroom**

*(Executive, Legislative and Judicial rooms)*

*Lakeshore Learning will have a short presentation during this event and has generously agreed to provide appetizers. You won't want to miss this opportunity to socialize with fellow MPDG participants, and who knows, you might come away with some great ideas for your program!*

## DETAILED SESSION DESCRIPTIONS

### MONDAY JULY 11

8:00 TO 8:30

Morning Meet and Greet

8:30 TO 10:30

Welcome and Keynote: Boost Your Brain Potential

Angela Fraley and Kim Jackson

10:30 TO 10:45

Break

10:45 TO 11:45

Introduction to the MELS and Chapter 63 - Part 1

Room: **Nataorium**

Presenter: **Carrie Cole**

Strand: **Instruction**

The Montana Chapter 63 Program Standards define the critical elements of a high-quality preschool program. Contained within the Chapter 63 Standards are the Montana Early Learning Standards (MELS), which represent the continuum of growth and development for children from birth to age 5. This session will orient participants to the structure of the Chapter 63 Program Standards and how each program element is defined, with specific connections to the MELS and the four core domains of development. The session will be interactive, allowing participants time to explore the standards, reflect, and make connections to their current program structure, adopted curriculums, and classroom instruction.

Audience: **Cohort III staff**

Year One Project Level Data Review

Room: **Executive, Judicial, Legislative**

Presenter: **Chris DeWald**

Strand: **Assessment**

During this session participants will gain a deeper understanding of the data gathered through the MPDG assessments including DIAL, CLASS, ECERS, and Program Self-Assessment from the project level. Programs staff will gain shared understanding about strategies for focusing on key indicators that will guide goal setting and action planning for continuous program-wide improvement.

Audience: **Cohort I and II staff Group A**

MONDAY 10:45 TO 11:45

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## Utilizing Assessment Data within the Continuous Improvement Cycle

Room: **Capitol, State**

Presenter: **MPDG Staff**

Strand: **Leadership, Assessment**

Effective preschool programs utilize data systematically to evaluate progress toward essential program goals. During this session program staff will have an opportunity to develop shared knowledge about how program data is utilized to make informed-decisions. Participants will consider how a continuous improvement system can support possible program goals based on standards and kindergarten readiness indicators.

Audience: **Cohort I and II staff Group B**

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## Montana Kindergarten Information Transition Tool (KITT)

Room: **Governor**

Presenter: **Assessment Workgroup Members**

Strand: **Assessment, Instruction**

Montana Early Childhood stakeholders have been meeting over the past year to discuss recommendations for the development of a toolkit of strategies to support kindergarten transition and effective processes for supporting incoming kindergarteners and families. The voice of kindergarten teachers will play a critical role in creating an effective recommendation for the toolkit. During this session participating kindergarten teachers will learn about the strategies that have been discussed so far, engage in discussion about guidance related to this process, and learn about the opportunity to possibly pilot different approaches and provide valuable feedback to the stakeholder group. We look forward to your valuable feedback.

Audience: **Kindergarten Teachers**

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11:45 – 1:00

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Lunch on your own

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MONDAY 10:45 TO 11:45

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## Introduction to the MELS and Chapter 63 - Part 2

Room: **Natatorium**

Presenter: **Carrie Cole**

Strand: **Instruction**

The Montana Chapter 63 Program Standards define the critical elements of a high-quality preschool program. Contained within the Chapter 63 Standards are the Montana Early Learning Standards (MELS), which represent the continuum of growth and development for children from birth to age 5. This session will orient participants to the structure of the Chapter 63 Program Standards and how each program element is defined, with specific connections to the MELS and the four core domains of development. The session will be interactive, allowing participants time to explore the standards, reflect, and make connections to their current program structure, adopted curriculums, and classroom instruction.

Audience: **Cohort III staff**

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## Utilizing Assessment Data within the Continuous Improvement Cycle

Room: **Executive, Judicial, Legislative**

Presenter: **MPDG Staff**

Strand: **Assessment**

Effective preschool programs utilize data systematically to evaluate progress toward essential program goals. During this session program staff will have an opportunity to develop shared knowledge about how program data is utilized to make informed-decisions. Participants will consider how a continuous improvement system can support possible program goals based on standards and kindergarten readiness indicators.

Audience: **Cohort I and II staff Group A**

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## Year One Project Level Data Review

Room: **Capitol, State**

Presenter: **Chris DeWald**

Strand: **Assessment**

During this session participants will gain a deeper understanding of the data gathered through the MPDG assessments including DIAL, CLASS, ECERS, and Program Self-Assessment from the project level. Programs staff will gain shared understanding about strategies for focusing on key indicators that will guide goal setting and action planning for continuous program-wide improvement.

Audience: **Cohort I and II staff Group B**

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## Are the Standards Developmentally Appropriate? From the MELS to the CCSS - Part 1

Room: **Governor**

Presenter: **Lucy Hart Paulson**

Strand: **Assessment, Instruction**

The Montana Early Learning Standards (MELS) and the Montana Common Core State Standards (MCCSS) have provided guidance for the skills children should be learning in a variety of areas. Concern has been raised about how developmentally appropriate the Common Core standards are in the early grades. Much is known about young children's early learning in the preschool years and the skills needed to make an easy transition into kindergarten and beyond. This presentation will describe predictive indicators for academic success and how the MELS transition to the MCCSS. In addition, research-based strategies for enhancing literacy learning in kindergarten will be highlighted.

Audience: **Kindergarten Teachers**

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2:00 TO 2:15

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Break

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2:15 TO 4:00

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### Introduction to ECERS

Room: **Natatorium**

Presenter: **Kristie Lacasse**

Strand: **Assessment**

This section will include an overview of the Early Childhood Environmental Rating Scale - Revised (ECERS - R) through a Power Point and videos. The session will cover; understanding the rating scale and scoring, common terms and explanations, calculating "substantial portion of the day", and practice scoring indicators through the use of videos. This session will be concentrating more on the introduction of the tool and the overview and scoring.

Audience: **Cohort III staff**

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### Working Together, Using Data, Setting Goals

Room: **Executive, Judicial, Legislative – Group A**  
**Capitol, State – Group B**

Presenter: **MPDG Regional Specialists**

Strand: **Assessment** During this session participants will reflect on current program level assessment plans, which may include MPDG assessment data, screening tools, and formative assessments. Plans may be modify where necessary. Programs will have an opportunity to collaborate with Regional Specialists and other MPDG leadership to review data from the first year to inform ongoing continuous improvement goals and action plans.

Audience: **Cohort I and II staff**

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### Are the Standards Developmentally Appropriate? From the MELS to the CCSS - Part 2

Room: **Governor**

Presenter: **Lucy Hart Paulson**

Strand: **Assessment, Instruction**

The Montana Early Learning Standards (MELS) and the Montana Common Core State Standards (MCCSS) have provided guidance for the skills children should be learning in a variety of areas. Concern has been raised about how developmentally appropriate the Common Core standards are in the early grades. Much is known about young children's early learning in the preschool years and the skills needed to make an easy transition into kindergarten and beyond. This presentation will describe predictive indicators for academic success and how the MELS transition to the MCCSS. In addition, research-based strategies for enhancing literacy learning in kindergarten will be highlighted.

Audience: **Kindergarten Teachers**



MONDAY 2:15 TO 4:00

8:00 TO 8:30

Morning Meet and Greet

8:30 TO 11:45

**OWL Curriculum Level 1: Introduction to Opening Worlds of Learning (OWL)**

Room: **Natatorium**

Presenter: **Carrie Cole**

Strand: **Instruction**

The implementation of a research-based preschool program is instrumental in ensuring high-quality instruction that meets the needs of all children. This training will orient participants to the materials available in the latest edition of the OWL program, specifically highlighting the materials and instruction that align to the Montanan Early Learning Standards (MELS) and the Montana Program Standards. Time will be well spent on building a balanced daily schedule that incorporates whole group, learning centers, and targeted small group instruction. Connections to types of assessment within the program (screening, progress monitoring, outcome) will be made, as well as how assessment in the program aligns to all domains (emotional social, physical, communication, cognitive). For new teachers in cohort I and II, and all teachers in cohort III.

**Audience: Program staff using the OWL Curriculum for less than one year or who have had little to no implementation training.**

**OWL Curriculum Level 2: Connecting Curricular Components to the Assessments**

Room: **Executive**

Presenter: **Denielle Miller**

Strand: **Instruction**

This training is for teachers, coaches, and leadership who have implemented the basics of the OWL program and are looking for ways to dig deeper into the program in order to improve program implementation, with a specific focus on assessment. Time will be spent on connecting OWL curricular components to assessment, as well as how to use assessments to drive instruction in all domains.

**Audience: Program staff using the OWL Curriculum for more than one year, who have a foundational understanding of the curricular components. This session will focus on linking assessment and curriculum.**

**Creative Curriculum Level 1: Start the Year off Strong: Introduction to the Creative Curriculum Resources**

Room: **Judicial, Legislative**

Presenter: **Maureen Kampfe**

Strand: **Instruction**

As preschool teachers begin to think about the upcoming school year, they will need to consider first their daily schedule and physical environment, knowing both are foundational to a successful year. In this session you'll review the guidance provided by Creative Curriculum to set up an effective daily schedule and learning environment.

**Audience: Program staff using Creative Curriculum for less than one year or who have had little to no implementation training.**

TUESDAY 8:30 TO 11:45

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## Creative Curriculum Level 2: Creative Curriculum and the Teaching Strategies GOLD Assessment Cycle: Working Together to Improve Child Outcomes

Room: **Capitol, State**

Presenter: **Maureen Kampfe**

Strand: **Instruction**

Before beginning any journey, you need to know where you're heading. As teachers use the Creative Curriculum the Teaching Strategies GOLD Objectives for Development and Learning provide the direction. These Objectives define the skills, knowledge, and behaviors for school readiness. Following the assessment cycle teachers can gather information, analyze, respond, and evaluate children's progress towards important learning goals. During this session participants will review beneficial features of the Creative Curriculum and Teaching Strategies GOLD to effectively use data and the CC resources to get the most out of these tools.

Audience: **Program staff using Creative Curriculum for more than one year, who have a foundational understanding of the curricular components. This session will focus on linking assessment and curriculum.**

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## Pyramid Leadership Module Part II – session 1

Room: **Gallery**

Presenter: **Rob Corso, September Gerety**

Strand: **Leadership**

This section is a continuation from the 2016 Summer Leadership Team meetings. Topics will include family involvement, supporting teacher implementation, coaching & professional development, systems for responding to challenging behaviors, evaluating implementation and outcomes, and essential data decision-making components.

Audience: **This is an all-day, continuation session for program leadership. PLT members will need to decide which sessions will best support their program's needs.**

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## ABC to XYZ: What the Research Says about Learning Letters and Teaching Them

Room: **Natatorium**

Presenter: **Lucy Hart Paulson**

Strand: **Instruction**

Many children find learning the alphabet to be challenging. Alphabet knowledge at the end of the prekindergarten into early kindergarten is a valuable predictive indicator of later literacy learning. A variety of beliefs, philosophies and practices exist in early childhood settings related to letter learning and teaching. This presentation will discuss research on developmental learning expectations, effective instructional approaches, and learning strategies for engaging, intentional and powerful instruction.

Audience: **Kindergarten Teachers**



TUESDAY 8:30 TO 11:45

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11:45 TO 1:00

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Lunch on your own

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1:00 TO 4:00

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### Managing and Implementing High Quality Learning Centers in the OWL Classroom

Room: **Executive**

Presenter: **Denielle Miller**

Strand: **Instruction**

High quality preschool programs provide both child-initiated and adult-guided experiences for optimal learning. Research shows that the implementation of learning centers allows for active learning and promotes child-initiated exploration and discovery. Learning centers provide children with flexibility in the time spent on an activity, as well as the freedom to participate in a variety of self-selected activities. Further, centers promote the development of the whole child by actively engaging children in their own cognitive, language, physical, social, and emotional development. This training is for teachers, coaches, and leadership who are looking for ways to dig deeper into the OWL curriculum, specifically looking at building and implementing high-quality learning centers for the curriculum.

Audience: **OWL users not needing an introduction to CLASS.**

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### Introduction to the CLASS Assessment Tool

Room: **Judicial, Legislative**

Presenter: **Courtney Pfeifer**

Strand: **Assessment**

An overview of CLASS instrument, domains and dimensions. This presentation is designed to help participants learn about effective teacher-child interactions as defined by the CLASS tool and the ways these interactions help children learn. The presenter will provide an overview of CLASS using video examples for each dimension as well as activities to engage participants.

Audience: **The Classroom Assessment Scoring System (CLASS) is an observation measure used by the MPDG. All grant classrooms will be observed using this measure. Participants unfamiliar with the specific indicators measured by the CLASS tool would benefit from attending this session.**

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### Creative Curriculum Studies, Inquiry-Based Learning

Room: **Capitol, State**

Presenter: **Maureen Kampfe**

Strand: **Instruction**

Creative Curriculum Studies involve children in hands-on exploration, problem solving, and communication, but to get the most out of investigations teachers need to explore several foundational questions:

What do I know about project-based learning?

What is meant by facilitation?

How can I meeting learning objectives while investigating study topics?

How do children's questions and experiences guide the study?

During this session you will explore these questions and others. Participants will review the 3 parts of a study, supportive curricular components, and how investigations can fit into the daily schedule.

Audience: **Creative Curriculum users not needing an introduction to CLASS.**

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TUESDAY 1:00 TO 4:00

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## Pyramid Leadership Module Part II – session 2

Room: **Gallery**

Presenter: **Rob Corso, September Gerety**

Strand: **Leadership**

This section is a continuation from the 2016 Summer Leadership Team meetings. Topics will include family involvement, supporting teacher implementation, coaching & professional development, systems for responding to challenging behaviors, evaluating implementation and outcomes, and essential data decision-making components.

Audience: **This is an all-day, continuation session for program leadership. PLT members will need to decide which sessions will best support their program's needs.**

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## Utilizing Your Core Program to Differentiate Instruction in Kindergarten

Room: **Natatorium**

Presenter: **Tina Pelletier**

Strand: **Instruction**

Participants will have opportunity to investigate critical components for successful use of a school-wide comprehensive curriculum for teacher reading. Discussion will center around using core components to differentiate instruction to meet the needs of all learners in the kindergarten classroom. Bring your first unit manual to the presentation to make connections during the session and start your year supporting students from the get go!

Audience: **Kindergarten Teachers**

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## Phonological Awareness: Definitions to Practical Application

Room: **Lewis**

Presenter: **Danielle Thompson, Craig Buscher**

Strand: **Instruction**

Participants will learn about phonological development, where it lies within the Montana Early Learning Standards (MELS), why it is a foundational skill for early literacy, and how it can look across the instructional day in a comprehensive preschool program. Participants will also learn how to structure these activities from easier to more difficult in a logical sequence and have the opportunity to reflect on how phonological instruction is included in their classrooms and within their curricula. The phonological awareness activities included within preschool programs will be explored and evaluated. Participants will learn ways of improving and adding to existing components of their programs.

During the second part of this session, participants will focus on the practical application of numerous phonological awareness activities. In this hands on and interactive session, activities will be modeled and practiced. Activities will be sequenced to stress a logical progression from easier to more difficult. Integrating phonological awareness activities into vocabulary learning and alphabet knowledge will also be explored.

Audience: **Kindergarten Teachers**



TUESDAY 1:00 TO 4:00

8:30 TO 10:15

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### Oral Language Development: Making a Meaningful Difference

Room: **Executive**

Presenter: **Carrie Cole**

Strand: **Instruction**

You may have heard about the “30 Million Word Gap” but what does it truly mean for early childhood educators and how they address early language and overall development in all children in their classrooms? Incorporating a research-to-practice perspective, this session will explore the critical role that vocabulary, storytelling, and plain conversation play in the development of children’s oral language. Practice with dialogic reading, oral storytelling, and vocabulary selection will be provided for all participants.

Audience: **Leadership, Coaches, Teachers**

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### Community Engagement 101: How to build lasting, trusting relationships

Room: **Judicial**

Presenter: **Deb Halliday & Laurie Bishop**

Strand: **Family & Community Engagement**

“Relationships move at the speed of trust” but how do you build trusting relationships with community organizations, schools, families and others when you have a lot of work to do and not enough hours in the day? Join this fun, interactive workshop to learn and practice strategies to help you build relationships, build trust, build momentum for your work and – in the end – strengthen the outcomes of the work you do. Topics covered include: Organizing 101; How to Facilitate Great Meetings; and Who’s Who and How Do I Know?

Audience: **Leadership, Teachers, Family Engagement Coordinators**

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### A Team-Based Approach to Creating a Language Rich Classroom Environment

Room: **Legislative**

Presenter: **Troy Knight**

Strand: **Learning Environments**

Based on the article ‘Creating Language-Rich Preschool Classroom Environments’ by Laura M. Justice (2004), participants will engage in a five-step collaborative process designed to create an environment that will produce children with strong language and literacy skills and allow children with language disabilities to more fully participate in the classroom. In addition to simulating the design and implementation of the team-based action plan, participants will learn and practice language stimulation techniques in conjunction with curriculum materials. These techniques will equip all those involved in the education of children in the classroom to use rich adult-child interactions that are the key to creating and implementing language-rich classroom environments.

Audience: **Leadership, Teachers, Family Engagement Coordinators**

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### Conscious Discipline Transformational Process

Room: **Capitol**

Presenter: **Angela Fraley**

Strand: **Leadership**

Conscious Discipline is guidance for the whole organization including teachers, leaders, children and families. It is about wise, adaptive decision-making, not compliance. Participants will be walked through the implementation process and walk away with a sample plan in hand for future reference, as well as ideas on how to implement the School Family model throughout their school or agency.

Audience: **Leadership, Teachers, Family Engagement Coordinators**

WEDNESDAY 8:30 TO 10:15

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## READY! for Kindergarten®—Targets, Tools, and Training For Families With Children Birth To Age 5

Room: **State**

Presenter: **Lynn Fielding & Linda Vinson**

Strand: **Family & Community Engagement**

READY! for Kindergarten® is designed to establish and maintain collaborative relationships with family, caregivers, and community to foster student’s development in all settings. READY! for Kindergarten® is the national model for school readiness, engaging parents and caregivers in their child’s learning from birth to age 5 and recognizing parents and caregivers as their child’s first and most important teacher. The curriculum facilitates interactions and rich learning experiences by using movement, play, exploration, communication, and all of a child’s senses. READY! for Kindergarten® provides clear age level targets, activities to teach the targets, and tools/toys to support the teaching of the targets. The instructional format aligns with research of parent education programs linked to gains in student learning. Parents involved in the program attend three interactive workshops focusing on “purposeful play” through the use of tools, games/activities to be implemented in the home setting. Each series of classes presents all domains – language and literacy, math and reasoning, social and emotional. The session will present longitudinal data establishing the need for birth to five education, will describe the Children’s Reading Foundation Age Level Targets, it’s parent training programs and the newly developed app. Implementation suggestions will be discussed.

Audience: **Leadership, Teachers, Family Engagement Coordinators, Kindergarten Teachers**

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## Nurturing the Growth Mindset

Room: **Gallery**

Presenter: **Kim Penn**

Strand: **Leadership**

Preschoolers are naturally inquisitive. They ask questions, they explore, they discover. They have a built in growth mindset. In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work-brains and talent are just the starting point. Fostering a growth mindset creates a love of learning and resilience that is essential for great accomplishment. Teaching a growth mindset creates motivation and productivity. People with a growth mindset see their qualities as things that can be developed through their dedication and effort.

Audience: **Leadership, Coaches, Family Engagement Coordinators**

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## Project Based Learning through Science: EVERY Day for EVERY Child

Room: **Lewis**

Presenter: **Stephanie Lester**

Strand: **Instruction**

“Experience first-hand how Project-Based Learning through science activities will bridge the gap between all curricular areas while offering highly engaging activities in which every student will experience SUCCESS!” Understanding that the best way to learn is through personal experience, the participants will be actively engaged in science activities that demonstrate how to facilitate Project-Based Learning throughout the workshop. The information provided will be a balance of pedagogy, developmentally appropriate practices, classroom management strategies, and ENTHUSIASM for Project-Based Learning (PBL). The workshop will highlight the connection between PBL, STEM/STEAM, Next Generation Science Standards, and the Common Core curriculum by providing practical examples through hands-on science activities that demonstrate how to encourage the development of all content areas through Project-Based Learning. Success for all students will be emphasized by modeling differentiation. Emphasis throughout the workshop will be on using everyday materials and resources will be provided for the participants. This is appropriate for beginning to experienced educators as the material presented will be open-ended in order for each participant to apply it to his/her classroom environment.

Audience: **Leadership, Coaches, Teachers, Para educators, Kindergarten Teachers**

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## Early Childhood Behavior Tools, Setting Children Up to be Successful

Room: **Clark**

Presenter: **Denielle Miller**

Strand: **Child Guidance**

Participants will be given tools and strategies that can be used to build positive relationships with children, families, and colleagues; design environments, schedules, and routines; structure transitions; help children learn rules and routines; and plan activities that promote engagement. Participants will learn to use descriptive acknowledgement and encouragement to support children's positive social behaviors. Participants will evaluate their work with children related to building relationships and the structure and design of their environment. They will generate strategies for addressing areas where they need to make changes or improvements.

Audience: **Teachers, Paraeducators**

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## Getting the Most out of your Learning Environment

Room: **Natatorium**

Presenter: **GFPS Staff**

Strand: **Learning Environments**

This session will focus on Preschool centers and physical learning spaces. We will cover what children need to learn at these centers and how to make learning fun and rewarding for students. In addition, we will look at the Montana Early Learning Standards and how to make sure your learning centers are meeting standards in all domains.

Audience: **Teachers, Paraeducators**

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## The Power of Effective Feedback: Using CLASS Observations as a Catalyst for Professional Growth

Room: **Helena**

Presenter: **Courtney Pfeifer**

Strand: **Leadership**

Do you struggle to provide effective CLASS observation feedback to teachers? Do you need guidance for using feedback to provide a foundation for improvement? This session will explore answers and build on your current approaches.

Audience: **Leadership, Coaches**

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## Getting to Know the MPDG Assessments and Assessment Team – A Question and Answer Session for NEW Programs or Staff

Room: **Governor**

Presenter: **Chris DeWald**

Strand: **Assessment**

The Montana Preschool Development Grant (MPDG) currently administers four different assessments to gather information about program quality (DIAL-4, ECERS-R, CLASS, and the Self-Assessment). These assessments play a big part in program goal-setting and action planning. If you're new to MPDG, you may be curious about what this will look like in your program and how it will impact you and your children. In this session you'll be able to ask questions and hear directly from the MPDG data analyst and assessment team members about the process of completing the assessments and the types of data that will be returned to your program

Audience: **Leadership, Coaches, Teachers**

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## The CACFP for Preschool Grantees'

Room: **Montana**

Presenter: **Mary Musil**

Strand: **Leadership**

This presentation includes responsibilities for the use of public funds in the operation of the CACFP. Topics include the contract, application updates, hiring and supervision of food service employees, policy development, reviews, audits, parent notification and civil rights/nondiscrimination in the operation of meal services primarily for the

benefit of enrolled children. Responsibilities for compliance with the meal pattern, special dietary needs, and support of breastfeeding, food procurement, food safety and meal management will be described. Locations of federal and state laws, rules, regulations and policies pertaining to the program will be mentioned.

Audience: **Leadership, Teachers, Family Engagement Coordinators**

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10:15 TO 10:30

Break

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10:30 TO 12:15

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### Show me What to Do: Creating Supportive Environments to Reduce Challenging Behaviors and Increase Engagement, Part 1

Room: **Executive**

Presenter: **Johanna Berry Wasser**

Strand: **Learning Environments**

This session will provide practitioners with tools and strategies in creating a supportive early learning environment for children 2-5 years old. The attendees will learn how the physical environment directly effects a child's inappropriate and desired behavior. Evidence based practices such as room arrangement, schedules and routines and expectations will be presented in a concise manner. Part 2 is continued from 1:30 to 3:15.

Audience: **Leadership, Coaches, Teachers**

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### Vocabulary Instruction: Creating High Quality Storage

Room: **Judicial**

Presenter: **Danielle Thompson**

Strand: **Instruction**

How do we begin teaching word knowledge deeply? Currently, we know that three and four-year old children's attention, math, fine motor, and communication (literacy and language) skills are associated with reading and language performance throughout schooling. Vocabulary is a component of language competence that is particularly significant for reading and school achievement but it is also important for establishing and maintaining relationships and contributing to self-regulation. In this session, participants will learn about what vocabulary is, how receptive and expressive vocabulary differ, and how to create for the beginnings of high quality vocabulary storage through evidence based practices.

Audience: **Leadership, Coaches, Teachers, Paraeducators**

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### Interactive Storybook Reading

Room: **Legislative**

Presenter: **Craig Buscher**

Strand: **Instruction**

In this practical application session, participants will learn effective storybook reading techniques in building the vocabulary and oral language skills of young children. Suggestions will be given for choosing appropriate books. Participants will learn how to select vocabulary words for instruction, teach vocabulary within the context of the story, and how to prompt children to use these words when talking about the story. Different types of questions will also be discussed, including how to vary question types based on student knowledge of the story. A specific

WEDNESDAY 10:30 TO 12:15

focus will be placed on open-ended questions designed to prompt students to use longer, more elaborated responses. Techniques will be modeled and participants will have the opportunity to practice these techniques with engaging storybooks. Storybooks will be provided for use in the session.

Audience: **Leadership, Teachers, Paraeducators**

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## All that I Know is What I Have Words For: Building Oral Language Development in Young Children

Room: **Capitol**

Presenter: **Marybeth Flachbart**

Strand: **Instruction**

Oral language is a key predictor of subsequent academic success. There are decades of research showing the importance of early language development and yet practitioners and families often have a hard time applying the research in both the classroom and at home. Language is the basis of all literacy. Participants will receive an overview of the stages of language development (receptive, expressive, reading, writing), information on how to identify students who may be at risk for language based reading difficulties and ways to remediate (building auditory memory and executive function). Through a series of interactive activities participants will be introduced to ways to use dialogic reading, open ended questions, and infusing language acquisition both in and outside of the classroom. An emphasis will be placed on strategies that serve dual purposes such as building vocabulary and print awareness through children's literature and making every day experiences (trip to the grocery store) an opportunity to expand vocabulary. The strategies will all be evidence-based and applicable both in school and at home. The presenter will also provide a list of curated digital applications, and virtual resources for participants to use.

Audience: **Leadership, Teachers, Family Engagement Coordinators**

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## READY! for Kindergarten®—Targets, Tools, and Training For Families With Children Birth To Age 5

Room: **State**

Presenter: **Lynn Fielding & Linda Vinson**

Strand: **Family & Community Engagement**

READY! for Kindergarten® is designed to establish and maintain collaborative relationships with family, caregivers, and community to foster student's development in all settings. READY! for Kindergarten® is the national model for school readiness, engaging parents and caregivers in their child's learning from birth to age 5 and recognizing parents and caregivers as their child's first and most important teacher. The curriculum facilitates interactions and rich learning experiences by using movement, play, exploration, communication, and all of a child's senses. READY! for Kindergarten® provides clear age level targets, activities to teach the targets, and tools/toys to support the teaching of the targets. The instructional format aligns with research of parent education programs linked to gains in student learning. Parents involved in the program attend three interactive workshops focusing on "purposeful play" through the use of tools, games/activities to be implemented in the home setting. Each series of classes presents all domains – language and literacy, math and reasoning, social and emotional. The session will present longitudinal data establishing the need for birth to five education, will describe the Children's Reading Foundation Age Level Targets, its parent training programs and the newly developed app. Implementation suggestions will be discussed.

Audience: **Leadership, Teachers, Family Engagement Coordinators, Kindergarten Teachers**

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## Making Connections: Developing Oral Language Routines to Support Phonemic Awareness and Phonics Instruction

Room: **Gallery**

Presenter: **Bobbie Oosterbaan**

Strand: **Instruction**

This session will cover the 'what', 'why' and 'how' in strategies that build oral language development with multisensory activities that connect with phonemic awareness and early phonics skills.

Audience: **Teachers, Kindergarten Teachers**

WEDNESDAY 10:30 TO 12:15

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## Overview of What it Takes to Develop Positive Behavior Support Systems in Early Childhood through the MBI

Room: **Lewis**

Presenter: **Amy Foster Wolferman, Sandy Elmore**

Strand: **Child Guidance**

This session is for early childhood programs interested in learning about what it takes to develop a Positive Behavior Support System through the Montana Behavioral Initiative (MBI). MBI is an initiative that emphasizes proactive efforts by family, community and program leaders to prioritize the teaching of social skills while creating successful, safe, predictable learning environments. With this in mind, MBI is designed to meet student's diverse and complex social, emotional, behavioral and academic needs.

Audience: **Leadership, Coaches, Teachers, Kindergarten Teachers**

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## Differentiating for Every Learner

Room: **Clark**

Presenter: **Denielle Miller**

Strand: **Instruction**

The perfect model of differentiated instruction rests upon an active, student centered, meaning-making approach to teaching and learning. Participants will be given tools and strategies that assist them in using assessment and observation data to identify children's strengths and needs so they can tailor instruction, activities, and materials to meet the diverse needs of the struggling learner. Participants will learn to plan activities in each area of the early childhood classroom that engage these students and give them the support and additional practice they need to be successful. Strategies that scaffold support and check for understanding will be shared.

Audience: **Coaches, Teachers**

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## Instructional Rounds

Room: **Natatorium**

Presenter: **Dian Prestwich**

Strand: **Leadership**

This session will present examples of how the model described below can be applied to leading an exemplary preschool program, addressing the multi-dimensional needs of children and staff, and creating the conditions for development of individuals whose lives are transformed by learning, and who thus contribute to positive changes in our culture throughout their lives. Case studies and examples will be presented which illustrate how this model can be implemented with positive results.

Audience: **Leadership teams, Coaches**

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## The Power of Effective Feedback: Using CLASS Observations as a Catalyst for Professional Growth

Room: **Helena**

Presenter: **Courtney Pfeifer**

Strand: **Leadership**

Do you struggle to provide effective CLASS observation feedback to teachers? Do you need guidance for using feedback to provide a foundation for improvement? This session will explore answers and build on your current approaches.

Audience: **Leadership, Coaches**

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WEDNESDAY 10:30 TO 12:15

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## Getting to Know the MPDG Assessments and Assessment Team – A Question and Answer Session for RETURNING Programs or Staff

Room: **Governor**

Presenter: **Chris DeWald**

Strand: **Assessment**

The MPDG data analyst and assessment team members are offering a Q and A session, to respond to any questions that have surfaced during the first year of MPDG implementation. The goal of this session is to provide an opportunity for open dialog about the purpose and processes for evaluating program quality using CLASS, ECERS-R, DIAL-4, and the Self-Assessment. Come with questions and be prepared to come away with a deeper assessment understanding, which will help you make more informed instructional choices.

Audience: **Leadership, Coaches, Teachers**

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## The Role of the Family Engagement Coordinator

Room: **Montana**

Presenter: **Sandy Cade**

Strand: **Family & Community Engagement**

What does it mean to be a Family Engagement Coordinator? This session will talk about what the role of the Family Engagement Coordinator looks like. How this role connects with families, engages community, and supports the overall purpose of the program. We will discuss challenges this role may have, with strategies of engaging families effectively while taking care of yourself.

Audience: **Family Engagement Coordinators, Leadership**

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12:15 TO 1:30

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Lunch – on your own

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WEDNESDAY 10:30 TO 12:15

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## Show me What to Do: Creating Supportive Environments to Reduce Challenging Behaviors and Increase Engagement, Part 2

Room: **Executive**

Presenter: **Johanna Berry Wasser**

Strand: **Learning Environment**

This session will provide practitioners with tools and strategies in creating a supportive early learning environment for children 2-5 years old. The attendees will learn how the physical environment directly effects a child's inappropriate and desired behavior. Evidence based practices such as room arrangement, schedules and routines and expectations will be presented in a concise manner.

Audience: **Leadership, Coaches, Teachers**

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## How are Montana Communities Expanding Preschool? Lessons from the GMM-Early Learning Roadmap

Room: **Judicial**

Presenter: **Deb Halliday & Laurie Bishop**

Strand: **Family & Community Engagement**

This past year, OPI staff have been working with four MPDG communities (Anaconda, Great Falls, Hardin and Crow Agency) to explore how the Graduation Matters Montana framework of "Team-Data-Practices-Communicate/Celebrate" can help local communities expand preschool opportunities. Come hear how these four communities are moving forward, and share what's working – and what continues to be hard – in your work.

Audience: **Leadership, Teachers, Family Engagement Coordinators**

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## Ins and Outs of Alphabet Instruction

Room: **Legislative**

Presenter: **Craig Buscher**

Strand: **Instruction**

Which letters should I teach? Uppercase or lowercase? Letter names or letter sounds? In this practical application session, participants will learn different factors to consider in choosing which letters to teach, how to teach them, and in what sequence. Different components of teaching individual letters will also be discussed, as well as how to support alphabet learning in the context of writing and storybook reading. Techniques will be modeled, and participants will be able to practice techniques.

Audience: **Teachers, Paraeducators**

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## I Love You Rituals and Connection Activities

Room: **Capitol**

Presenter: **Angela Fraley**

Strand: **Child Guidance**

Participants will learn and practice Conscious Discipline's I Love You Rituals, which involve the ingredients for connection: eye contact, touch, and presence in a playful situation. These connections literally wire the brain for impulse control, willingness, cooperation, and learning. The participants will walk away ready to implement what they have learned with make-and-take activities created in the session. (2-3 hours - could repeat this one or break it into 2 parts.)

Audience: **Teachers, Paraeducators**

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## Do you hear what I hear? Phonological Awareness for Reading Success!

Room: **State**

Presenter: **Tina Pelletier**

Strand: **Instruction**

A child's ability to understand and use spoken language is the foundation of literacy. Phonological awareness skills strongly predict reading success. This session will provide research-based information regarding the importance of phonological awareness, and functional "take-home" activities for any early education setting.

Audience: **Teachers, Paraeducators**

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## Picture This! Creating a Learning Environment that Foster Procedures and Independence

Room: **Gallery**

Presenter: **Bobbi Oosterbaan**

Strand: **Learning Environments**

This session will cover the 'what', 'why' and 'how' with photos and models for setting up a classroom for routines and procedures that foster independence and positive behavior.

Audience: **Teachers, Kindergarten Teachers, Paraeducators**

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## Understanding the Power of Guidance: It's a Win/Win for Both Children and Adults

Room: **Lewis**

Presenter: **Stephanie Lester**

Strand: **Child Guidance**

MBI is an evidence-based approach that has been implemented in Early Head Start Programs, Head Start Programs, Special Education Preschools, Elementary Schools, Middle Schools, High Schools and Alternative Schools across the state of Montana for over 20 years.

Audience: **Leadership, Coaches, Teachers, Kindergarten Teachers**

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## Read-Aloud Revival

Room: **Clark**

Presenter: **Kim Penn**

Strand: **Instruction**

Are you ready to breathe some life into your read aloud time? Transform your daily read aloud into an educational experience that provides deeper comprehension, access to vocabulary words and scaffolds to help children ask and answer questions about the story. Participants will learn how to utilize their evidence-based curriculum materials to engage children through an interactive read aloud to involve them in the story and enhance their understanding.

Audience: **Coaches, Teachers, Paraeducators, Kindergarten Teachers**

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## The Magic Sauce in Leadership

Room: **Natatorium**

Presenter: **Debora Scheffel**

Strand: **Leadership**

This session will present examples of how the model described below can be applied to leading an exemplary preschool program, addressing the multi-dimensional needs of children and staff, and creating the conditions for development of individuals whose lives are transformed by learning, and who thus contribute to positive changes in our culture throughout their lives. Case studies and examples will be presented which illustrate how this model can be implemented with positive results.

Audience: **Leadership teams**

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## Why Walkthroughs Matter

Room: **Helena**

Presenter: **Jennifer Darlington**

Strand: **Assessment**

Walkthroughs are a powerful tool that can have a positive impact on the instruction and learning that takes place in the classroom. In this interactive session we will explore the research on effective walkthroughs, their purpose, and why it is so important that we make it a priority to fit them into an already full day. Various examples of walkthrough forms will be shared along with ideas and tools for creating your own walkthrough form and process. This session will also provide specific ideas about what to do with all of the information that is gathered during walkthroughs and how it can be used to positively impact children.

Audience: **Leadership, Coaches**

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## Introduction to DIAL-4 for MPDG Programs

Room: **Governor**

Presenter: **Chris DeWald**

Strand: **Assessment**

The Montana Preschool Development Grant (MPDG) currently administers four different assessments to gather information about program quality. These assessments play a big part in program goal-setting and action planning. The DIAL-4 is the tool the grant has chosen to provide information about child outcomes. This introductory session will give participants an overview of this tool and explain how it will be administered and used.

Audience: **Leadership, Coaches, Teachers**

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## Picture Book Palooza

Room: **Montana**

Presenter: **Maureen Kampfe**

Strand: **Instruction**

The quality of books selected for the classroom and in the home will predict the quality of the readers young children will become. Children need to be surrounded by beautiful books with rich language. Come join us as we explore the best new picture books.

Audience: **Coaches, Teachers, Paraeducators, Kindergarten Teachers**

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8:30 TO 10:15

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### Developing Enticing Science Centers

Room: **Executive**

Presenter: **Julie Bullard**

Strand: **Learning Environments**

This workshop will explore ways to develop science centers in preschool classrooms that are engaging and assist children in meeting the MELS. Participants will examine the value of science centers, discuss how to introduce centers, and explore what to include in centers. They will have the opportunity to view photos of many different science centers and participate as learners in a variety of science centers.

Audience: **Teachers**

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### Supporting our Children “Cradle to Career”: Connecting the dots through collective impact

Room: **Judicial**

Presenter: **Deb Halliday**

Strand: **Family & Community Engagement**

Join this session to learn how communities across the state and throughout the country are connecting families, preschool practitioners, K-12 staff, community organizations and business leaders to support ALL students thriving through “collective impact”. This workshop will be hands-on with activities to engage you in helping to identify and grow effective partnerships in your local community.

Audience: **Family Engagement Coordinators**

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### Addressing Challenging Behaviors - Part I

Room: **Legislative**

Presenter: **Johanna Berry Wasser**

Strand: **Child Guidance**

This session is an overview of the initial process of creating a behavior intervention plan which is called a Functional Behavior Assessment (FBA). Participants will receive information on understanding behavior, data collection, and identifying the antecedents that are triggering the behavior and the maintaining consequences which follow the onset of the behavior. It is strongly encouraged that participants of this session attend part 2.

Audience: **Leadership, Coaches, Teachers**

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### Stressed? CD Wishes you Wellness

Room: **Capitol**

Presenter: **Angela Fraley**

Strand: **Child Guidance**

Transform your school climate and culture through Conscious Discipline’s School Family model. The majority of each day is spent at work, so creating a low-stress, supportive environment is desired for personal health and wellness. Participants will learn and practice ways to contribute to, and participate in, the healthy, positive work environment of a School Family.

Audience: **Leadership teams, Family Engagement Coordinators, Teachers, Paraeducators**

THURSDAY 8:30 TO 10:15

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## Fostering Movement - All day session (1 credit option through UM Western)

Room: **State**

Presenter: **Megan Chilsen**

Strand: **Instruction**

Upon completion of the session, participants will understand and apply concepts of specific planning, organizing, and teaching movement to young children in a structured and unstructured setting. Participants will be introduced to identification, analysis, and evaluation of fundamental motor patterns, progressions in skill development, activities and pedagogical skills for effective teaching.

Session outcomes: 1) To understand how children can learn and develop through movement and can provide learning opportunities that supports their intellectual, social, personal and physical development; 2) To understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills through movement; 3) To provide an exposure to a variety of movement forms in the psychomotor domain to include: fundamental manipulative, locomotor, nonlocomotor, motor skills and exercises; lead-up games, team sports and games; mass games and activities; rhythms and dance.

Audience: **Teachers, Paraeducators**

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## Promoting Pro-social Behavior

Room: **Gallery**

Presenter: **Denice Malley**

Strand: **Child Guidance**

This session will focus on promoting prosocial behavior in young children through utilizing intentional strategies such as class meetings and teaching children the steps of the problem solving process. Participants will come to define what is meant by prosocial behavior, why children's prosocial behavior is so important to their success in school and life, and how they can assist young children in developing prosocial behaviors. Teaching children to offer and make reparations, promoting cooperation, and creating a positive classroom culture will also be addressed.

Audience: **Teachers, Coaches**

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## Developmentally Appropriate, Intentional, and Engaging Learning Environments = Success

Room: **Lewis**

Presenter: **Stephanie Lester**

Strand: **Learning Environments**

"Being intentional and focusing on the foundational elements of your learning environment will lead to a developmentally appropriate, engaging program that is providing the highest quality preschool program possible for children in which they have a variety of opportunities to experience SUCCESS EVERYDAY!" This workshop will provide practical applications aligned with research-based information demonstrating how to set up and manage an effective learning environment. Emphasis will be on the value of focusing on developmentally appropriate routines, schedules and management procedures with the goal of creating and sustaining an engaging, safe, positive atmosphere where children, staff and families experience SUCCESS! (Sources will include: ECERS-R and CLASS).

Audience: **Teachers, Paraeducators, Kindergarten Teachers, Coaches**

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## Teaching Friendship and Problem Solving Skills

Room: **Clark**

Presenter: **September Gerety**

Strand: **Child Guidance**

Challenging behavior can be prevented when children know how to make friends, play together, cooperate, and solve problems. In this interactive workshop, participants will learn practical strategies to use throughout the day to teach children the friendship skills that will help them succeed at school and in life. We will practice managing conflict in the preschool classroom and helping children deal with anger and other uncomfortable emotions.

Audience: **Teachers, Paraeducators, Kindergarten Teachers**

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## Program Collaboration

Room: **Natatorium**

Presenter: **Libby Team**

Strand: **Leadership**

The team will discuss how we build calendars, choose curriculum, share professional development, and a preschool site. This is a panel discussion and the team members want the participants to bring questions to our panel, we may not have all the answers, but we can help the group brainstorm.

Audience: **Leadership, Teachers, Kindergarten Teachers**

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## CLASS Instructional Support: An Introduction to Improvement Strategies -- Part 1

Room: **Helena**

Presenter: **Courtney Pfeifer**

Strand: **Leadership**

Is your organization focused on elevating interactions within the CLASS Instructional Support domain? If so, join us to experience concrete strategies to use with teachers as they work to improve interactions supporting children's cognitive and language development. This session is recommended for those with intermediate to advanced CLASS content knowledge.

Audience: **Teachers, Leadership, Coaches**

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## Understanding Poverty and How It Relates to Your Students

Room: **Montana**

Presenter: **Anne Tanner**

Strand: **Child Guidance**

It is critical that, as teachers, we understand the background, challenges, and goals of our students. We need to have an understanding of poverty, and its effects on the Early Childhood Brain Development and how it relates to learning. This presentation will answer the following questions: Why is it important to understand poverty? How does poverty relate to brain development? How should poverty in my classroom affect my teaching and curriculum? We will discuss Ruby Payne's Framework for Understanding Poverty, and Maslow's Hierarchy of Needs. We will develop strategies that can be used in the early childhood classroom in order to provide a safe, effective, and interactive classroom that meets the needs of all students.

Audience: **Teachers, Paraeducators**

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THURSDAY 8:30 TO 10:15

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### Developing “Rich” Early Learning Environments

Room: **Executive**

Presenter: **Julie Bullard**

Strand: **Learning Environment**

This session will focus on how the environment can become the third teacher through the development of “rich,” aesthetic learning centers. Included will be information on using natural, open ended, and inexpensive materials. Photos of preschool and kindergarten learning centers and materials from around the United States will provide ideas and inspiration.

Audience: **Teachers, Paraeducators, Kindergarten Teachers**

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### Transforming the Supply List in Rich Learning Interactions: Supporting Creative Curriculum studies through the Environment

Room: **Judicial**

Presenter: **Jill Christensen, Maureen Kampfe**

Strand: **Learning Environment**

Come explore how the Study related items you place in your classroom environment can increase children’s excitement, investigation skills and learning in all content areas. From lesson planning to classroom interactions, this session will reveal the power of the environment to facilitate deep meaningful learning. You will learn how to transform the basic study supply list into a wonderful tool that will support the development of all children in your classroom.

Audience: **Teachers, Paraeducators**

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### Addressing Challenging Behaviors - Part 2

Room: **Legislative**

Presenter: **Johanna Berry Wasser**

Strand: **Child Guidance**

Now we have the data... what’s next? This session is an overview of what to do with the data that has collected and how to organize it in order to help a team create a behavior intervention plan (BIP). Once a BIP is written and initiated many teams struggle with implementing, monitoring and reviewing the progress of the plan. This session will include strategies and resources on how to be sure that these critical steps are not forgotten or dismissed.

Audience: **Leadership, Coaches, Teachers**

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### What Does Conscious Discipline Look Like, Feel Like, and Sound Like? - Part 1

Room: **Capitol**

Presenter: **Angela Fraley**

Strand: **Child Guidance/Learning Environments**

The participants will learn and practice the Conscious Discipline structures, rituals, and routines used in school and classroom implementation. The participants will walk away ready to implement what they have learned with make-and-take activities created in the session.

Audience: **Leadership, Coaches, Teachers, Kindergarten Teachers, Paraeducators**

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## Fostering Movement all day session (1 credit option)

Room: **State**

Presenter: **Megan Chilsen**

Strand: **Instruction**

Upon completion of the session, participants will understand and apply concepts of specific planning, organizing, and teaching movement to young children in a structured and unstructured setting. Participants will be introduced to identification, analysis, and evaluation of fundamental motor patterns, progressions in skill development, activities and pedagogical skills for effective teaching.

Session outcomes: 1) To understand how children can learn and develop through movement and can provide learning opportunities that supports their intellectual, social, personal and physical development; 2) To understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills through movement; 3) To provide an exposure to a variety of movement forms in the psychomotor domain to include: fundamental manipulative, locomotor, nonlocomotor, motor skills and exercises; lead-up games, team sports and games; mass games and activities; rhythms and dance.

Audience: **Teachers, Paraeducators**

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## Did You Forget the Numbers? Integrating Math and Cognition skills into Everyday Learning

Room: **Gallery**

Presenter: **Marci Parks**

Strand: **Instruction**

Did you remember to integrate numbers into your everyday schedule? Learning and teaching the early numeracy skills is so much more than counting to 10, recognizing numbers and basic addition. This session will explore early numeracy, number recognition skills, approaches to teaching mathematics and cognition skills, what the Montana Early Learning Standards say and what the research findings are. Participants will leave with games, activities, handouts and ideas for engaging preschool children in a purposeful and playful way.

Audience: **Teachers, Paraeducators**

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## Dr. Seuss and Mother Goose is Where it all Begins

Room: **Lewis**

Presenter: **Susan Niette**

Strand: **Instruction**

Traveling through the use of Mother Goose rhymes, Dr. Seuss books, and the "Learning to Listen" sounds, participants will be introduced to the importance of rhyme and rhythm for young children and the development of phonological awareness and speech. The session will focus on modeling how to incorporate strategies to develop a child's oral language, suprasegmentals of speech, phonological awareness, expressing conversational intent, and building comprehension. Participants will review various rhymes to study their impact on meaning and understanding. Demonstrations using the "Learning to Listen" sounds and manipulatives will guide participants through activities that help children in building accurate articulation of speech sounds and developing phonological awareness. Finally, discussion will revolve around how using these strategies help impact the development of pre-literacy skills. All of these strategies will be connected to the MELs. This is important in connecting the strategies discussed to compliment daily instruction with any early childhood curriculum.

Audience: **Coaches, Teachers Paraeducators, Kindergarten Teachers**

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THURSDAY 10:30 TO 12:15

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## Family Engagement: An Integral Part of Success

Room: **Clark**

Presenter: **Steve Wellington**

Strand: **Family & Community Engagement**

Looking to increase the number of tools in your family engagement toolbox? This interactive workshop is designed to teach administrators, teachers and others how to best communicate with parents utilizing specific engagement strategies. Even though we know that encouraging parental engagement significantly impacts a child's ability to be successful in school, it can be challenging to find strategies that work. This workshop offers a systematic approach to planning, developing and implementing parent engagement strategies. Included in this workshop will be interactive dialogue, group brainstorming, and small group exercises.

Audience: **Leadership, Teachers, Family Engagement Coordinators**

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## Preschool: A Great Place to BEE

Room: **Natatorium**

Presenter: **GFPS Staff**

Strand: **Child Guidance**

This interactive session will demonstrate: 1) How using the framework for Multi-Tiered Systems of Support (MTSS) can be a successful in a preschool environment; 2) How to effectively implement a universal school-wide system with a tiered approach for addressing behavior; 3) MTSS processes beginning with Tier 1 and the processes of identifying a leadership team, creating universals and an agreed upon set of expectations (matrix) to include reinforcements; 4) Exploring Tier 2 interventions for students needing additional targeted emotional supports as well as more intensive Tier 3 interventions for children needing individualized emotional support; 5) Promoting adult behaviors that support a positive learning environment is essential for PBIS success as well; 6) Resources available for creating referral forms, data collection tools (BIR) and decision rules; 7) Professional Development ideas/plans

Audience: **Leadership, Coaches, Teachers**

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## CLASS Instructional Support: An Introduction to Improvement Strategies, Part 2

Room: **Helena**

Presenter: **Courtney Pfeifer**

Strand: **Leadership**

Is your organization focused on elevating interactions within the CLASS Instructional Support domain? If so, join us to experience concrete strategies to use with teachers as they work to improve interactions supporting children's cognitive and language development. This session is recommended for those with intermediate to advanced CLASS content knowledge.

Audience: **Leadership, Coaches**

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## What Program Leadership Needs to Know to Work with LEP students

Room: **Montana**

Presenter: **Natalee Hawks**

Strand: **Leadership**

In this session participants will go over the background and overview of Montana's English Language Learners (ELs). Participants will engage in reviewing the identification and exit criteria for ELs and changes with the new Every Student Succeeds Act. Participants will also explore the WIDA website to learn more about the professional development opportunities and resources available to Montana schools.

Audience: **Leadership, Coaches**

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## Get In There and Coach! Helping Preschool Teachers Reach Their Full Potential

Room: **Executive**

Presenter: **Carrie Cole**

Strand: **Leadership**

Early childhood teachers are often asked to change their teaching approach or implement a new curriculum or assessment without sufficient support or guidance. Instructional coaching is an important practice that can bridge this gap. This session will provide an overview of proven coaching practices, including building relationships for collaboration; implementing a systematic coaching framework including classroom observations with debriefing, feedback, and goal setting; and asking open-ended questions that foster teacher reflection.

Audience: **Coaches, Leadership**

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## RTI in the Preschool Classroom

Room: **Judicial**

Presenter: **Kim Johnson**

Strand: **Assessment**

This session will cover the basics of developing and implementing a Response to Intervention system in a preschool setting. The presentation will begin with a brief introduction of a multi-tiered system of instruction and intervention and proceed through the steps required for a successful implementation. The session will cover everything from staff buy-in to trouble shooting once implementation has taken place. Handouts will be provided.

Audience: **Leadership, Coaches, Teachers**

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## Incorporating Indian Education For All in the Early Childhood Classroom

Room: **Legislative**

Presenter: **Anne Tanner**

Strand: **Instruction**

This session will provide a fun, interactive presentation on Indian Education and how to incorporate it within the Early Childhood Curriculum. The presentation will introduce, explain, and discuss the Seven Essential Understandings that guides Indian Education. We will focus on the Early Childhood Classroom and how to create an environment that incorporates Indian Education on a daily basis. The presentation will also provide a list of resources for future use, sample lesson plans, and additional on-line resources that will help guide teachers to incorporate Indian Education into their classroom.

Audience: **Teachers**

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## What Does Conscious Discipline Look Like, Feel Like, and Sound Like? Part 2

Room: **Capitol**

Presenter: **Angela Fraley**

Strand: **Child Guidance/Learning Environments**

The participants will learn and practice the Conscious Discipline structures, rituals, and routines used in school and classroom implementation. The participants will walk away ready to implement what they have learned with make-and-take activities created in the session.

Audience: **Leadership, Coaches, Teachers, Kindergarten Teachers, Paraeducators**

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## Fostering Movement all day session (1 credit option)

Room: **State**

Presenter: **Megan Chilsen**

Strand: **Instruction**

Upon completion of the session, participants will understand and apply concepts of specific planning, organizing, and teaching movement to young children in a structured and unstructured setting. Participants will be introduced to identification, analysis, and evaluation of fundamental motor patterns, progressions in skill development, activities and pedagogical skills for effective teaching.

Session outcomes: 1) To understand how children can learn and develop through movement and can provide learning opportunities that supports their intellectual, social, personal and physical development; 2) To understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills through movement; 3) To provide an exposure to a variety of movement forms in the psychomotor domain to include: fundamental manipulative, locomotor, nonlocomotor, motor skills and exercises; lead-up games, team sports and games; mass games and activities; rhythms and dance.

Audience: **Teachers, Paraeducators**

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## Meeting the Challenge/Challenging Behavior

Room: **Gallery**

Presenter: **Denice Malley**

Strand: **Child Guidance**

An overview of the MBI philosophy, a discussion about the importance of using a team approach to the decision making process, and a review of key universal MBI strategies will be shared. Universal strategies include developing: program-wide expectations, a universal teaching matrix, lesson plans and reinforcement systems, data collection systems, and team processes for reviewing and action planning with data.

Audience: **Teachers, Paraeducators**

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## Culturally Proficient Family Engagement

Room: **Lewis**

Presenter: **Karen Herrera-Joseph**

Strand: **Family & Community Engagement**

In order to establish and maintain collaborative relationships with each child's family and within the community, there must be a foundation of culturally proficient practices that become a bridge of understanding, respect, and validation. A sound culturally responsible educational community starts with the acknowledgement of universal principles of cultural proficiency. This session will provide the framework for developing a collaborative relationship with culturally and linguistically diverse communities, along with specific instruction for parent involvement utilizing early language stimulation that is essential to a successful academic journey.

Audience: **Leadership, Teachers, Family Engagement Coordinators**

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## Strategies for Effective Family Engagement in Supporting Positive Behaviors

Room: **Clark**

Presenter: **September Gerety**

Strand: **Family & Community Engagement**

Everyone talks about family engagement, but what does it mean to truly engage with families in implementing the pyramid model? We'll examine the status quo and then explore powerful alternatives. We'll discuss barriers and opportunities, and participants will leave this interactive session with a plan to implement new strategies for partnering with families to support positive behavior.

Audience: **Leadership, Teachers, Family Engagement Coordinators**

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THURSDAY 1:30 TO 3:15

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## Unpacking the Montana Preschool Self-Assessment

Room: **Helena**

Presenter: **Jill Christensen, Terri Barclay**

Strand: **Assessment**

This session will help programs reflect upon and build a common understanding around the items on the self-assessment. The session will outline a process for all staff to gain a greater understanding of the meaning, width, depth, and degree of each item, so the assessment tool can be effective in identifying areas for celebration and growth.

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## What Teaching Staff Need to Know to Work with LEP students

Room: **Montana**

Presenter: **Natalee Hawks**

Strand: **Instruction**

In this session we will go over the background and overview of Montana's English Language Learners (ELs). Participants will also explore the WIDA website to learn more about the professional development opportunities and resources available to Montana schools. Participants will interact with specific resources that will help them plan for language supports in their classrooms.

Audience: **Teachers, Paraeducators, Kindergarten Teachers**

THURSDAY 1:30 TO 3:15



## PRESENTERS

### LAURIE BISHOP

Laurie Bishop is a Graduation Matters Coach with the Montana Office of Public Instruction. In addition to supporting communities to implement community-based strategies to improve high school graduation rates, she works with targeted MPDG communities to apply the Graduation Matters framework to early childhood learning. Prior to her work with OPI, she spent ten years working with youth development organizations implementing both school and community based programming. She lives in Livingston and is fortunate enough to travel all over our great state.



### JULIE BULLARD, EDD



Dr. Julie Bullard is a professor of early childhood education at the University of Montana. She is passionate in her belief that all young children deserve rich, play-based environments. Julie has presented many state and national workshops on early childhood environments and has written a textbook, "Creating Environments for Learning Birth to Age Eight. The book is being used throughout the United States and has been translated into several other languages.

### CRAIG BUSCHER, EDD



I have worked as a literacy specialist in Montana schools for eight years, supporting teachers with reading instruction, implementing reading interventions for students who struggle, and conducting literacy assessments. I completed my doctorate at the University of Montana in 2014 in the Department of Teaching and Learning. Currently, I teach literacy, academic intervention, and special education courses to preservice teachers at the university level. Additionally, I conduct literacy workshops and consulting for preschool, elementary, and middle schools. One of my greatest passions is literacy instruction and teaching students prereading and reading skills. I am thrilled to be a part of this conference!

Craig has worked as a literacy specialist in Montana schools for eight years, supporting teachers with reading instruction, implementing reading interventions for students who struggle, and conducting literacy assessments. He completed his doctorate at the University of Montana in 2014 in the Department of Teaching and Learning. Currently, Craig teaches literacy, academic intervention, and special education courses to preservice teachers at the university level. Additionally, he conducts literacy workshops and consulting for preschool, elementary, and middle schools. One of Craig's greatest passions is literacy instruction and teaching students prereading and reading skills. He is thrilled to be a part of this conference!

### SANDY CADE

Sandy Cade is passionate about opportunities for all young children and families. For the last 25 years, Sandy has been a teacher, family advocate, coach, director and parent. After working for Head Start for 12 years, she currently is a Regional Specialist for the Montana Preschool Grant. She graduated from Texas Tech University with a BA in Human Development Family Studies and a minor in Early Childhood education. Sandy lives in Belgrade Montana with her husband Brian, her youngest daughter Hayden, and two dogs Tugger and Jerzy.



## MEGAN CHILSON, EDD



Dr. Megan Chilson has been teaching in higher education for 22 years, where her expertise has been in PE/Health Pedagogy and Whole Brain Learning. She has taught in Idaho, New Mexico, Colorado, and now in Montana where she is the Program Coordinator of the Health & Human Performance Program at the University of Montana Western. She has given workshops locally and nationally on how to incorporate movement into the classrooms to enhance learning and increase retention and consults with pre-K through 12 grade classrooms to include movement. She has served on the Idaho, New Mexico, Colorado and Montana SHAPE boards, and is currently the President of Northwest District SHAPE.

## JILL CHRISTENSEN

Jill Christensen is a Preschool Specialist at the Montana Office of Public Instruction. She is currently working as a member of the Montana Preschool Development Grant leadership team. Jill's experiences in Early Childhood have been primarily in Head Start and Early Head programs. She has most recently worked as an instructional coach, trainer, and consultant for early childhood programs throughout Oklahoma. Jill was born in Montana and is pleased to be back in big sky country.



## CARRIE COLE

Carrie Cole is president of Side-by-Side K-12 Consulting and Literacy First Consulting. She is an independent educational consultant specializing in the training and delivery of research-based literacy practices PreK-12. Ms. Cole holds a master's degree in literacy and is known for her ability to not only effectively communicate best instructional practices, but demonstrate how to put the latest research into practice in the "real world" classroom. She has worked with and advised state officials, district leaders, school administrators, instructional coaches, and teachers across the country, as well as written and delivered on-site professional development at state, district, and school levels that is centered on fundamental knowledge in effective research-based reading instructional practices, including practices in early/emergent literacy. She is a contributing author for CORE's Teaching Reading Sourcebook, 2nd Edition. Prior to consulting, Ms. Cole was a professional development specialist for the Idaho State Department of Education and adjunct professor in literacy at Idaho State University. She also worked as a regional educational consultant for a major publishing company and is a former classroom teacher.



## ROB CORSO



Rob Corso, Ph.D. is currently a Research Associate at Vanderbilt University and the Executive Director of the Pyramid Model Consortium. Previously, he served on the Leadership Team for the National Center on Quality Teaching and Learning (NCQTL) and was the Project Coordinator for the Center on the Social and Emotional Foundations for Early Learning (CSEFEL). Dr. Corso's expertise includes the evaluation of professional development projects for programs serving young children and their families. He has conducted many large-scale evaluations of programs serving children and families and has developed outcomes frameworks for measuring the impact of in-service training for national efforts aimed at improving the capacity of Early Head Start, Migrant and Seasonal Head Start, and Child Care. In addition, Dr. Corso served as an administrator for Head Start, child care, and early intervention programs.

## JENNIFER DARLINGTON

Jennifer Darlington, M. S., is a former teacher, assistant principal, school board trustee and educational consultant working in various instructional and administrative roles. She has worked with multiple programs and schools, PreK-12, providing support to teachers, leadership teams and administrators in their implementation of effective learning environments, instruction, and building sustainable practices. She is currently a member of the Montana Preschool Development Grant state implementation team, working with several programs across Montana.



## CHRIS DEWALD



Chris DeWald is the data analyst for the Montana Preschool Development Grant. Chris has a B.A. in Neuroscience and Behavior, an M.Ed. in Education – Teaching, and coursework towards a Ph.D. in Educational Psychology – Learning Sciences. Her passion is understanding how learning happens. She is enjoying the opportunity to work with grant data to support learning in the early childhood setting. Chris and her husband live in the mountains south of Helena with their two sons, four horses, a flock of chickens, two dogs, and some pigs.

## SANDY ELMORE

Sandy Elmore works for the State of Montana, Office of Public Instruction, as a MBI Consultant. She also works for Kootenai Valley Head Start as an Instructional Coach. Sandy is a retired special education teacher who worked for 25 years plus in special education preschool and elementary special education.

## LYNN FIELDING

The Children’s Reading Foundation Board Member, Lynn Fielding is the cofounder of The Children’s Reading Foundation and the initial author of its READY! for Kindergarten® curriculum. He has served for more than 20 years as a director of Kennewick Schools, eight years as a director of the Washington State School Directors Association, and is the senior director of the Northwest Evaluation Association. Lynn is the coauthor of three books on early learning and has presented at numerous national and state school board association conferences including Nebraska, Iowa, Oregon, Idaho, and Washington. He is also the author of the children’s book, “Why There’s Always Room for Dessert.” He presents and consults with school districts interested in leveraged educational reform from birth through grade 12. Lynn holds a Master of Laws (LL.M.) degree in taxation from Georgetown University, he is a tax and business lawyer.



## MARY BETH FLACHBART, EDD, CALT

Dr. Flachbart provides technical assistance to schools, districts, and states to build capacity for literacy and school improvement. Prior to joining Education Northwest, she served as president and chief executive officer of Neuhaus Education Center in Houston, Texas, a nonprofit think tank for literacy solutions. Neuhaus specializes in professional development for educators working with at-risk students and applied literacy and language research. Marybeth served as Deputy Superintendent of Student Achievement and School Improvement at the Idaho State Department of Education, taught at Boise State University, and directed Idaho’s Reading First Program. Previously, she taught in the Houston Independent and Deer Park Independent School Districts, where her classroom experience included ten years of both general and special education. In addition to reading, her research interests include systemic educational reform, digital literacy, and language acquisition. Marybeth holds an Ed.D. in curriculum and instruction from Boise State University and an M.S. in special education from Fairfield University. She is a certified academic language therapist and a dyslexia specialist.



## AMY FOSTER WOLFERMAN, M.ED

Amy Foster Wolferman, M.Ed., serves as Assistant Director of the Institute for Educational Research and Service (IERS). She provides training and consultation to professionals primarily in the fields of education, behavioral health, and mental health, and to families and communities in the areas of school safety and assessment, Positive Behavioral Interventions and Supports (PBIS), bullying prevention, suicide prevention and intervention, understanding trauma, supporting children with child traumatic stress, trauma resilient school systems, secondary traumatic stress mitigation, and topics in the field of early childhood education. Ms. Foster Wolferman serves as a Montana Behavioral Initiative (MBI) Consultant in a partnership between IERS and Montana's Office of Public Instruction. She has a background in teaching, early childhood education, special education, and working with youth in the outdoors.

## ANGELA FRALEY, CCDI, LGA

With nearly ten years with Conscious Discipline, an intensely responsive presenting style, and over 20 years in early childhood education (including extensive work with Family and Children's Services, Head Start, and Parents as Teachers), Angela Fraley is a natural choice for the newest addition to our Loving Guidance Associate family.

Though she is adept with all age groups, Angela has built her career around a passion for ages 0-5 because she recognizes it as such a critical time in a child's development. Her engaging, responsive manner of speaking focuses on individualizing both content and style to meet her audience's needs and provide practical strategies they can implement immediately with the unique children in their care.



Angela graduated with a B.S. from the University of Central Oklahoma and is certified in Early Childhood Education and Mild to Moderate Disabilities. She currently conducts workshops and coaching nationwide as a Loving Guidance Associate, while also serving as the Early Childhood Programs Training Specialist for Community Action Project of Tulsa County. A Director of Early Learning Services in Texas recently said, "Early Head Start just spent two days with Angela Fraley and they were two of the most exciting, motivating, instructional and fun days we have ever had with a consultant. She was clear, organized, energetic and so very personable. The staff loved that she 'gets us'."

## TODD GARRISON

For more than 12 years Todd Garrison has devoted himself to the work of helping and healing children who have experienced adversity in their young lives. Todd joined Intermountain in 2003, a nationally-recognized Montana organization that has been committed to the plight of vulnerable children for more than one-hundred years. His roles at



Intermountain were in fund raising and project development. ChildWise Institute was one of those projects. Since 2009, Garrison has led the launch and growth of ChildWise, and serves as its Executive Director. ChildWise is an independent Montana not-for-profit 501c(3) organization. The focus of ChildWise is to elevate the well-being and futures of our children. We are doing this by *Advancing Awareness, Accelerating Knowledge, and Advocating for Positive Change* --- all around child well-being issues. Garrison is one of eight *Certified ACE Master Trainers*, having been trained by Dr. Robert Anda, designer and Co-Principal Investigator of the ACE Study. Through April of 2016, ChildWise has trained almost 6,000 people all across Montana.

Under Garrison's leadership and vision, ChildWise was recently identified by the Health Federation of Philadelphia, supported by Robert Wood Johnson Foundation, for its work with the ACE Study research. This recognition resulted in ChildWise being one of fourteen organizations in the entire nation to be awarded a two-year grant to accelerate the work on ACEs, trauma, and resilience. The organization's *Elevate Montana ACE Study Summit* is part of the documentary film *Resilience* by James Redford, an award-winning documentary filmmaker, writer, director, and producer. *Resilience* is a companion film to *Paper Tiger's*, a critically-acclaimed documentary on ACEs, focusing on Lincoln High School in Walla Walla, Washington.

## SEPTEMBER GERETY

September Gerety is passionate about learning and school readiness for all young children, especially those considered to be at-risk. Over the last 20 years, she has been a teacher, administrator, parent, educator, coach, and mentor teacher. September currently provides training in coaching, parent education, implementing research-based teaching practices, and preventing challenging behavior for early childhood programs. She has a BA in Elementary Education and Master's Degree in Educational Leadership.



## GREAT FALLS PUBLIC SCHOOL STAFF

Kathryn Hinkle graduated from Western Montana College in 2005 with a Bachelor's degree in elementary education with endorsements in Special Education and Reading in 2006. She earned a Master's degree in Education Administration in 2010 from Grand Canyon University. She has been working for Great Falls Public Schools since 2006 as a high school literacy teacher and instructional coach. She was excited to join GFPS Preschool in the fall of 2013. She is currently enrolled in the University of Montana in the Early Childhood Master's Degree Program. Visit her website: <http://misshinkle.weebly.com/>.



Gretchen Oldenburg graduated from Montana State University in 2006 with a Bachelor's in Art Education. In 2009 she received her Elementary Education Teaching Endorsement. Gretchen began teaching preschool in 2009 at Billings Catholic School's Little Flower Preschool. In 2013 she began working as a preschool teacher with the Great Falls Public School Preschool. She is currently working towards her Master's Degree through the University of Montana's Early Childhood Master's Degree Program. She lives in Great Falls with her husband.

Heidi Paul currently lives with her husband in Great Falls, MT. They have three children, two daughters and a son. They are originally from South Africa which is where she obtained her BA in elementary education. Heidi's teaching experience includes teaching as para-educator in a private, not-for-profit preschool and public schools preschool for a combined 10 years. She obtained her first teaching position in Montana with the GFPS Preschool beginning with the 2016-2017 school year. She is working on obtaining a Masters in Early Childhood Education.



Judi Guisti has a BA in Elementary Education from the University of Great Falls, a Masters of Education in Special Education P-4 from Arkansas State University and is currently working on a Master's Degree in Early Childhood Education at the University of Montana. She lives in Sand Coulee, MT with her husband of 28 years. She has three adult daughters who all work in the human resources field. Judi is about to start her 6th year with the GFPS Preschool. Prior to that she taught special education at North Middle School and worked for eleven years for Head Start in Great Falls.

## DEB HALLIDAY

Deb Halliday serves as senior policy advisor to State Superintendent Denise Juneau at the Montana Office of Public Instruction, where she launched Graduation Matters Montana and Montana Schools of Promise, which works with the state's most struggling schools, all of which are on Indian Reservations. She writes infrequently but happily on her website, [www.debhalliday.com](http://www.debhalliday.com).



## LUCY HART PAULSON, EDD



Dr. Lucy Hart Paulson is a speech-language pathologist and literacy specialist with years of experience working with young children and their families in public school, Head Start, private, and university settings. Currently, she is on the faculty of the Communicative Sciences and Disorders Department at the University of Montana sharing responsibilities for teaching, supervising, research, and service.

Lucy presents a unique and broad-based perspective blending areas of language and literacy together resulting in effective and engaging learning opportunities for children. She has provided professional development for a variety of audiences across the United States and internationally. Lucy is the lead author of the *Language Essentials for Teachers of Reading and Spelling (LETRS) for Early Childhood Educators, Building Early Literacy and Language Skills*, a resource and activity guide for young children, and for *Good Talking Words*, a social communication skills program for preschool and kindergarten.

## NATALEE HAWKS



Natalee Hawks is the Title III Director and an Indian Education Specialist for the Montana Office of Public Instruction. She attended the University of Michigan for her undergraduate degree in Elementary Education and the University of Colorado for her master's degree in Linguistically Diverse Curriculum and Instruction. She manages the federal grant for English Language Learners and provides professional development for schools and teachers around effective instructional practices for English learners. Her work also includes supporting American Indian bilingual initiatives in the state and curriculum development and classroom integration of Montana's Indian Education for All law.

## KAREN HERERRA-JOSEPH

Karen Herrera-Joseph is the CEO of Language Start Consulting and a passionate educator for 21 years. She has a bachelor's degree in Political Science. She also has a double endorsement master's in Culturally Linguistically Diverse Studies and Special Education from the University of Colorado in Boulder. She believes that all cultures should be embraced and that any principle of peace and global understanding starts with the acceptance of each other's strengths and uniqueness starting from childhood. It is through education and the creation of culturally proficient programs and curriculum that she has chosen to leave her professional contributions to the world. She has been married for 25 years to the love of her life and is the happy mother of four great souls. She loves art, philosophy, music, traveling to see the wonders and amazing cultures of the world with her family.



## KIM JACKSON, LGA

Kim Jackson is a master teacher who is dedicated to providing the very best learning experiences possible for each child in her care. She graduated from Winthrop University with a Bachelor's Degree in Early Childhood Education. She has been teaching Prekindergarten in the public schools of North and South Carolina for he past 15 years.



As a teacher, Kim's teaching practices are true to the mission of Conscious Discipline as she inspires teachers and parents alike to think about brain development and guides young children towards independent self-regulation as a foundation for future success in life. Her classroom is the very best representation of how to implement Conscious Discipline with a very broad scope of preschoolers coming from children of cultural, linguistic, and ability diversity.

Kim is a part of the NC Preschool Demonstration Program demonstrating "best practices" in action for local, state and national observers on a daily basis and offers coaching and support in modifying their own teaching practices. Kim works closely with local universities and early childhood agencies to support their teacher education programs. She has also provided teacher training on the local, state and national level.

## KIM JOHNSON

Kim is an early education teacher at the Kindergarten Readiness Center in Hardin. She just finished her fourteenth year of teaching. Her undergraduate courses were completed at the University of Jamestown. She earned her master's from the University of Augustana. She has taught every grade level from pre-k to eighth, with her heart guiding her back to pre-k.

## MAUREEN KAMPFE

Maureen is a passionate educator of 25 years currently supporting the work of the Montana Preschool Development Grant as a Regional Specialist at the Montana Office of Public Instruction. Maureen's experiences in education have allowed her to be involved in the educational process from preschool through 12<sup>th</sup> grade as a classroom teacher, instructional coach, curriculum developer and trainer.



## TROY KNIGHT, MA



Troy was born in Wiesbaden, Germany and raised on a potato farm in Idaho where she spent winters on the ski hill and summers hanging out with cousins. Troy received a Bachelor of Science in Speech Language Pathology from Brigham Young University. Following graduation, she worked in the Utah County School District as a Speech Therapist. Her caseload included children ranging in age from preschool to middle school. After marrying Doug Knight, they moved to Silicon Valley where she worked at Stanford University before returning to school at San Jose State University to earn a Master's degree in Child and Adolescent Development. After 10 ½ years in California, Troy, Doug, and their four children, moved to the great state of Texas where they now reside near Dallas. Having spent the last five years working with teachers and special service providers to

ensure the success of her son who has dyslexia, ADHD, and is in the gifted program, Troy is a strong believer in collaborative classrooms.

## KRISTIE LACASSE

Kristie is a Montana native who graduated from Montana State University Bozeman in 2001 with a Bachelor of Science in Health and Human Development. In 2009, she began contracting with the state as an assessor for the STARS to Quality programs. Kristie is currently reliable in the Environmental Rating Scales (ECERS, ITERS, FCCERS and E3) along with the Program Administration Scale (PAS) and Business Administration Scale (BAS.)



## STEPHANIE LESTER, MA



Stephanie Lester's 34 years in education include: Preschool, Project-Based Learning Multiage K-1st program, Professional Development Speaker, author, Assistant Principal, Child and Family Education college instructor, Early Childhood Education Director, and Director of Curriculum, Instruction & Assessment for the Lancaster School District. Stephanie believes that children learn best when they are excited and engaged in the learning process. Stephanie has published two books: Year Round Project-Based Activities for STEM and Science Through the Year. Stephanie is passionate about inspiring, educating, and motivating teachers to implement Developmentally Appropriate Practices

with the goal of developing the social, emotional, physical and cognitive skills that children will need to experience SUCCESS as 21st Century learners.

Stephanie Lester currently holds a MA degree in Education: Curriculum and Instruction, an Administrative Credential, a Multiple Subject Teaching Credential, a CLAD Certification, CLASS certification, and a Program Director Child Development permit.

## LIBBY PUBLIC SCHOOL / KOOTENAI VALLEY HEAD START STAFF



Kootenai Valley Head Start (KVHS) has been in collaboration with Libby Public Schools (LPS) to develop and create comprehensive preschool for the community for the past two years. The Montana Preschool Development Grant was the catalyst that made the joint goal of unified, seamless programs possible. The Plummer Preschool Center houses Kootenai Valley Head Start and the Libby Public Preschool.

Both programs agreed to share one Leadership Team, one vision and shared learning objectives. The leadership team consists of: Craig Barringer, Superintendent of

LPS for 2 years; Kaide Dodson, Curriculum, Special Education and Federal Program Director for 3 years; Peggy Rayome, Director of KVHS has worked 10 years as Director and 12 years as Fiscal Officer; Ken Foss, Education Coordinator for KVHS for 6 years; and Toya Laveway, Family & Community Services Coordinator has been with KVHS for 6 years as well.



## DENICE MALLEY

Denice Malley is an Early Childhood professional with over fifteen years combined experience as a Head Start teacher, Group Childcare Director and Professional Development Specialist. Denice has a Bachelor's Degree in Early Childhood Education from the University of Montana Western. She has presented extensively on young children's social and emotional development.



## DENIELLE MILLER



Denielle Miller has worked in the education field for over 35 years with experience teaching students from preschool-high school. She holds a BS in Elementary Education/Special Education and a MA in Early Childhood Curriculum and Instruction. Denielle is currently working for Side-by-Side K-12 Consulting with the Montana Preschool Development Grant. She previously assisted schools through the Montana Striving Readers Project and Early Reading First grants. Denielle trains and assists schools in setting up quality preschool environments, literacy rich classrooms and incorporating school-wide positive behavior supports and interventions. In addition to writing training materials for early childhood programs, Denielle has provided a variety of literacy and behavior workshops. She is also the

co-author of the book, "Very Young Children with Special Needs." Denielle's experience includes 17 years as a preschool classroom teacher, 8 years as a K-12 special education teacher and 10 years as an instructional consultant, MBI consultant, RTI consultant, professional development speaker, coach, curriculum development, and textbook author.

## MARY A. MUSIL, MS, RD

Mary Musil, MS, RD, is Manager of the Child and Adult Care Food Program in the Early Childhood Services Bureau of DPHHS. She is a registered dietitian and a former provider of nutrition services to infants and children in pediatric specialty clinics operated by DPHHS and local health agencies. She is dedicated to opportunities that the CACFP provides to improve the nutrition and health of young children. She lives in Helena. She and her husband have three grown children.

## SUSAN NIETTE, M.C.D., CCC-SLP

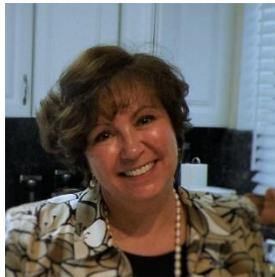
Susan Niette is President of Best Practice Associates, Inc., a private consulting firm and private practice providing consulting and coaching for at-risk schools, mentoring new teachers, and conducting educational evaluations. Susan is a licensed Speech-Language Pathologist, with a Certificate of Clinical Competence from ASHA, and an Educational Therapist. Her specialty area of practice is with Deaf and Hard of Hearing students, specifically those with cochlear implants.

Susan's career began as a certified teacher, but she has worked in private practice since obtaining her Master's Degree. She later became the Executive Director of Chinchuba Oral School for the Deaf where she expanded the Preschool Program to include hearing children as models for the deaf children and incorporated the "Language School" for elementary students with Reading and Language Learning Disorders.

Susan has taught at Xavier University of New Orleans, LSUHSC School of Allied Health, and Delgado Community College in public speaking, interpersonal skills, diagnostics, anatomy and physiology, phonetics, and clinical practice. As a National Educational Consultant she has worked hand and hand with district leadership to provide best practices for effective instruction in the classroom, conducted professional development, and provided side by side coaching across the curriculum in school districts throughout the United States. Currently she is an Instructional Consultant, as part of the Montana Preschool Development Grant, at the Blackfeet Early Childhood Center in Browning, MT.



## BOBBIE OOSTERBAAN, M.ED.



Bobbie Oosterbaan is a literacy specialist with a Masters in Educational Counseling with over 30 years in education and 22 years of classroom experience. Her work history includes articulating Social Studies and Science Standards with the Arizona Department of Education, Reading Core Program Reviews, Assessment Reviews, Standards Alignment Documents and assisting schools as they implement the Common Core Standards in Arizona, California, New York and New Mexico. She has worked with Sopris/Voyager with implementing LETRS training in Mississippi, Tennessee, Georgia and Pennsylvania as well as the Striving Readers grant in Montana. She has written the K-4 ELA and Social Studies curriculum map for the territory of Guam and Gila River Apache Reservation.

## MARCI PARKS

Marci Parks is an independent educational consultant with seven years consulting experience. Marci graduated from the University of Montana-Western with degrees in Early Childhood Education and Elementary Education. She has done graduate and undergraduate work through University of Wyoming, University of Montana, College of the Air Force, University of Great Falls and Augustana College with an emphasis in education, speech therapy and early literacy. She has 20 years' experience in the field of education as a program mentor, classroom teacher and instructional consultant. She currently lives in Clancy, MT with her husband and four beautiful young children.



## TINA PELLETIER

Tina Pelletier is a nationally recognized leader in supporting administrators and teachers in developing effective systems of support to increase student achievement pre-k-12. Her experience has taken her to over 30 states nationally in 4 countries internationally to inform, model, and guide teachers in using intense data analysis to effectively support students in Tier I, II, and III instruction. She is a contributing writing on the CORE Teaching Reading Sourcebook (first edition) and has developed a data analysis process that helps district and schools increase performance for staff and students. She is currently enjoying the opportunity to bring research based practice to the pre-k environment that enriches the foundational skills enabling our earliest learners to be ready for future!



## KIM PENN



Kim Penn has accumulated over 15 years of experience educating students, teachers and administrators. She has extensive experience working in preschool through 5th grade classrooms as a teacher, administrator and instructional coach. Kim applies her expertise to schools in several states including Montana where she is an Instructional Consultant with the Montana Preschool Development Grant. Her background includes effective instructional practices, early literacy skills, reading interventions, writing, using data to inform instruction and instructional coaching. Kim is frequently called upon to provide professional development at the building and district level as well as at national conferences.

## COURTNEY PFEIFER

Courtney's passion for working with young children began in high school when she took an Early Childhood course and instantly knew she wanted to become a teacher. Courtney graduated with her bachelor's degree in Early Childhood Education from the University of Nebraska-Lincoln and received her master's degree in Early Childhood Education from Concordia University. She has worked as an Early Head Start Teacher, MyTeachingPartner (MTP) Coach and Master Coach/Program Director. While working as an MTP coach she was able to become certified in multiple CLASS tools as well as become a CLASS affiliate trainer for the Toddler and Pre-K tools.



## DIAN PRESTWICH, PHD

Dian Prestwich, Ph.D. is an independent educational consultant who has worked in the field of education for more than 20 years including 9 years teaching the primary grades, 5 years serving as an instructional coach, and 6 years working at the Colorado Department of Education (CDE). As the Assistant Director for the Office of Literacy at CDE, she supported districts and schools statewide in implementing the Colorado Reading to Ensure Academic Development Act (Colorado READ Act) while also managing all aspects of implementing the Early Literacy Grant in 30 schools across the state. Dr. Prestwich has also served as an instructional consultant for the federal Striving Readers program in Montana, supporting full implementation of grant requirements in a participating preschool program.



Dian received her B.A. in Elementary Education from Northwestern State University and her Master of Education degree in Curriculum and Instruction from Lesley University. She earned her Doctor of Philosophy degree from Walden University in 2012. Her dissertation, **MEASURING PRESCHOOL TEACHERS' PERCEIVED COMPETENCY AND KNOWLEDGE OF ORAL LANGUAGE DEVELOPMENT**, included the development of an instrument to measure preschool teachers' perceived competency and knowledge of strategies for language development.

Currently, Dr. Prestwich provides strategic support in a participating preschool program for the Montana Preschool Development Grant (MPDG), trains teachers nationwide in the Language Essentials for Teachers of Reading and Spelling (LETRS), and provides consultation for two participating schools in Colorado through the Early Literacy Grant.

Dr. Prestwich's recent presentations include breakout sessions on continuous improvement through classroom walkthroughs and phonological awareness at the Montana Summer Institute. Additionally, recent publications include an article in the Spring 2015 edition of Perspectives on Literacy from the International Dyslexia Association and a Literate Nation White Paper on multi-tiered systems of support for teaching all children to read.

Dian has been married for 21 years and has 3 children. In her free time, she enjoys watching her sons play baseball, exercising, scrapbooking, and rooting for her beloved Denver Broncos with her daughter who is a Junior Denver Broncos All-Star Cheerleader. She lives in Denver, Colorado.

## DEBORA L. SCHEFFEL, PHD



Debora Scheffel, PhD, is an educator who started out her teaching career in special education, and then entered teacher preparation, working in 6 states in various capacities training teachers and working with students with learning challenges. She currently serves as the Dean of the School of Education at Colorado Christian University and was elected to the Colorado State Board of Education in 2010, representing the 6th Congressional District. She is committed to supporting quality education and teachers who are the key to improving outcomes in our schools. She serves on the editorial board of several professional education journals, is a published author, and has worked with Side By Side Consulting since 2012 supporting Striving Readers grantees in Montana.

## ANNE M. TANNER, M.ED.

Anne Tanner graduated from Western Montana College in 1997 with an Associates of Science Degree in Early Childhood Education. She graduated in 1999 from WMC with Bachelors of Science in Elementary Education. In 2007 Anne graduated from the University of Montana with a Masters of Education in Administration. Anne has spent twenty years in the field of education as a Preschool Teacher, Kindergarten Teacher, Reading Specialist, and currently as a 3rd Grade Teacher at Arlee Public Schools. Anne resides outside of Missoula, MT. with her husband, daughter, two dogs and one horse.



## DANIELLE M. THOMPSON, PHD, CCC-SLP



Danielle Thompson obtained her masters in Speech Language Pathology and her doctorate in Literacy Studies with an emphasis in Reading Disabilities and Dyslexia. Dr. Thompson has worked as a Speech Language Pathologist, teacher, and language and literacy consultant in both rural and urban settings. She spent a majority of her professional career in rural Alaska, where she was a Speech Language Pathologist, diagnostician, and teacher of students (birth-21) in at-risk environments. At present, Dr. Thompson lives in Montana and works on various initiatives across the country as an educational consultant, coach, author, national trainer for *Language Essentials for Teachers of Reading and Spelling (LETRS)*, and as an instructor of college courses. When Dr.

Thompson isn't working with teachers and children, she can be found on a trail, or even on a mountain top, feeling grateful for the enriching experiences that keep teaching and inspiring her.

## LINDA VINSON

Linda Vinson, Executive Director for Vinson, Comer & Associates, partners with schools and districts nationally through professional development. She holds a M.Ed. in Special Education from the University of North Florida and a B.S. from Florida State University. Her career began over 37 years ago as an educator in the classroom working with special education children. For more than a decade Linda served as the Regional Vice President for SRA/McGraw-Hill. In this capacity, Linda had many opportunities to support educators and students in grade levels K-12.

In the early 1990's, Linda began training, coaching, and supporting teachers implementing Direct Instruction reading, language arts, mathematics and writing programs. Since her first days as an educational consultant, her mission has been to improve opportunities for children through highly effective educational programs.

Linda was the co- author and project manager of the Academic Initiative "*Breaking the Cycle*" for the Elgin Foundation, Knoxville, TN (2009 – May 2014). The initiative addressed the academic needs from Birth – 3<sup>rd</sup> grade through the Children's Reading Foundation, *READY!* for Kindergarten, and school-wide reform. The Academic Initiative involved 9 school districts/ 45 elementary schools in three states (Kentucky, Virginia, and Tennessee).

Linda serves on the International Children's Reading Foundation board. The Children's Reading Foundation encourages and trains parents/caregivers to "***Read together 20 minutes every day. It's the most important 20 minutes of your day!***"

Linda currently resides in Franklin, Tennessee.

## JOHANNA BERRY WASSER, MA ECSE/ECE

Johanna Berry Wasser has dedicated her professional career to promoting social emotional competence and inclusion practices in Early Childhood Education for over 18 years. As an early childhood special educator, she has worked with children, families and professionals in a variety of settings (School District, Private Schools for Children with Autism, BOCES, Child Find, Early Intervention Colorado-Part C, Early Childhood Council, and Colorado Department of Education). Johanna has been employed with the University of Colorado Denver since 2009.



Currently, she is the Training and Technical Assistance Coordinator for Pyramid Plus Center and is a Research Assistant for the Prevent Teach Reinforce for Young Children (PTR-YC) study. In her free time she enjoys mountain biking and hiking with her family and friends in the beautiful San Juan Mountains of Colorado, which she calls home.

## STEVE WELLINGTON, MSW, LCSW



Steve Wellington MSW, LCSW, has been working with Thrive's Parent Liaison program for six years. He has been in the fields of education and social work for 13 years, working in a variety of education, corrections, and mental health facilities. Steve worked as a Parent Liaison in Bozeman schools for 3 years, managed and supervised the program for 3 years, and is currently managing Thrive programming in communities outside of Bozeman and researching the Parent Liaison Program with Education Northwest. In addition, Steve has been researching and presenting the topic of Family Engagement at state and national conferences for 5 years.















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