

Hawaii Early Childhood Accreditation Project (HECAP) trainings are designed at varying levels of knowledge, skills and dispositions they address the training and professional development of the staff that is needed to implement a high quality early learning program. Most of the trainings are based on the NAEYC Standards and Criteria for program quality improvement through NAEYC Early Childhood Program Accreditation, which are aligned to the HCYC professional development core competencies and ASK core areas:

- ❖ Relationships
- ❖ Curriculum
- ❖ Teaching
- ❖ Assessment of Child Progress
- ❖ Health
- ❖ Teachers
- ❖ Families & Community Relationships
- ❖ Physical Environment
- ❖ Leadership & Management

All trainings offered are either 1.5, 2.0 or 3.0 hours in length. Listed below are additional trainings offered:

- ❖ Introduction and Overview of NAEYC Early Childhood Program Standards and Criteria for Program Quality Improvement-This session looks at the Program Standards and Criteria for NAEYC Program for program quality improvement.
 - Introduction to the New NAEYC Accreditation Process: The Right Choice For Kids -Seminar Length
- ❖ Overview of the NAEYC Accreditation Process- Participant learns about standards and requirements for Self-Study, Application, Candidacy, and Accreditation.
 - Introduction and Overview
 - Overview of Standards and Criteria
- ❖ Bridging Quality Initiatives (New trainings being launched 10/12):
 - Understanding Environment Rating Scales and NAEYC Accreditation
 - NAEYC Accreditation and the Program Administrator Scale
 - CLASS and NAEYC Accreditation
- ❖ Classroom Portfolio-- What do teachers need to do to prepare for the accreditation visit? We will talk about how to put together a classroom portfolio to share the things you do all year long in your classrooms. Being prepared for that brief visit to your classroom
- ❖ Program Portfolio: Throughout Self-Study and Self-Assessment, the program administrator develops the Program Portfolio, which contains plans, documents, and records that provide evidence of program implementation of the NAEYC Accreditation Criteria. Programs refer to their assembled Program Portfolio to report results of their formal Self-Assessment when they submit their candidacy materials. In addition, assessors will review the Program Portfolio during the on-site

assessment, considering its evidence when determining performance on individual criteria. The results of the on-site assessment are then used by the NAEYC Academy to determine the accreditation decision.

- Program Portfolio exploration – on line, folder, binder...
 - Program Portfolio Checklist
- ❖ Relationships: this training is adapted from the Center on Social and Emotional Foundations for Early Learning (CSEFEL) Promoting Social and Emotional Competence to meet the standard for Relationships. The training focus is on building relationships with children, families, and other professionals, following rules and directions, friendship skills and emotional literacy.
- Series of three trainings
 - Teacher/Child-Relationships
- ❖ Curriculum: What is Curriculum? This session will address the importance of using reflection in teaching and using an integrated curriculum topic over a longer period of time.
- What is Curriculum?
 - Child Centered Curriculum: Developing Curriculum Based on Assessment
- ❖ Teaching- Children learn and develop best when they are part of a community of learners. This training will focus on ways to build caring community of learners and a six-step process for resolving conflicts with children.
- The Language of Learning: Asking Questions to extend Language and Literacy
 - Physical Development
 - Turning Transitions and Routines into Learning Experiences for Children
 - Holistic Behavior Management
 - Extending Language and Thinking
- ❖ Assessment of Child Progress: What are the different ways we can appropriately assess children's progress? We will share different ways to assess children and how to use that information to plan curriculum and share information with families
- Observation and Assessment
- ❖ Health This session will be an overview of the Health Standard with discussion on how to meet some of the specific areas regarding health and nutrition.
- Health- (Topic Area 5A)- Is this session participants learn and review hand washing for all, sanitizing, diapering and handling of communicable disease.
 - Nutrition- (Topic Area 5B) – Ensuring Children's Nutritional Well-Being- This session will focus on: The importance of good nutrition for optimum health benefits for preschoolers and the responsibility of the adults who care for them

- Environmental Health- (Topic Area 5C) the focus of this session is on the classroom practices that may not be common knowledge or not always allowed.
- ❖ Teachers: the focus for this training is on the qualifications, knowledge, and professional commitment of a program's teaching staff.
 - Code of Ethics
 - Professional Development planning (NAEYC standard, core competencies; Ask Core) &HCYC Registry Application
- ❖ Families & Community Relationships: we will look at the importance of valuing families and at the different perspectives of families, teachers, and administrators. There will be an opportunity to share your ideas on how to get information from families and how that information can be used in your classroom and school.
- ❖ Physical Environment: A well-organized physical environment, multicultural materials, community survey and some aspects of the building and physical design will be covered in this session. Participants will leave with some new ideas to try in their classrooms.
 - Designing Learning Environment
 - Outdoor Play Environments:
 - Extending Your Outdoor Environments
- ❖ Leadership & Management Professionalism: This session explore the topic of:
 - Being a Professional in the field of ECE participants discuss and learn about ethical behavior and Responsibilities as well as how to Advocate on behalf of ECE.

Individual Training Specific to Needs 2.0-3.0 Hours

- ❖ Developmentally Appropriate Practice
 - DAP for Infants/Toddlers
 - DAP-Preschool
 - DAP K-1
- ❖ Center on the Social and Emotional Foundation for Early Learning –Promoting the Social and Emotional Competence of Young Children-
 - Infant/toddler modules
 - Preschool
 - Parents/Family
 - Coaching
- ❖ Management
 - HECAP and HAEYC provided 5 scholarships to Program Administrator in attaining a National Director Credential through administrators. The credential focuses on the essential knowledge and skills you need to deliver high-quality programming for children. Aim4Excellence™ is a

project of the McCormick Tribune Center for Early Childhood Leadership. The Center is dedicated to enhancing the management skills, professional orientation, and leadership capacity of early childhood administrators. The activities of the Center encompass four areas: training, program evaluation, research, and public awareness. The Program Administrators were chosen by need and progress in seeking NAEYC accreditation.

- ❖ Hawaii State Preschool Content Standards for 4 year-olds (Provide Template and Assistance in completing your programs curricula crosswalk)

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country. Jointly funded by the Office of Head Start and the Child Care Bureau, under the auspices of the Administration on Children, Youth and Families at the U.S. Department of Health and Human

The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children. They have developed extensive, user-friendly training materials, videos, and print resources which are available directly from this website to help early care, health and education providers implement this model.

Three training modules were developed each module can be broken up into 1 hour sessions or delivered into total which is 16 hours per module.

- ❖ Infant/Toddler Modules
- ❖ Preschool Modules
- ❖ Parent/Family Modules
- ❖ Coaching Modules

Principles/Values

- ❖ Supporting young children's social and emotional development to prevent challenging behaviors;
- ❖ Individualizing interventions to meet children's and families' unique interests, strengths, and needs;
- ❖ Promoting skill building with enough intensity to affect change;
- ❖ Implementing strategies in the context of naturally occurring routines and environments;
- ❖ Ensuring fidelity of use through a systematic change process; and
- ❖ Modifying strategies to meet the cultural and linguistic diversity of families and children.