



Sharing AVision 2019

Conference Program Guide



Coordinated by the Illinois Division for Early Childhood of the Council for Exceptional Children, in collaboration with the Illinois State Board of Education and the Illinois Department of Human Services



October 2-4, 2019

Embassy Suites Hotel and Conference Center, East Peoria, IL

Visit us at:

www.sharingavision.org

2019 SHARING A VISION CONFERENCE SCHEDULE

EMBASSY SUITES HOTEL AND CONFERENCE CENTER, EAST PEORIA

OCTOBER 2-4, 2019

Wednesday, October 2	<p>9:00 AM - 9:45 AM.....Pre-Conference Registration 10:00 AM - 4:00 PM.....Pre-Conference Full Day Sessions 12:00 PM - 1:00 PM.....Pre-Conference Lunch* 6:00 PM - 8:00 PM.....Conference Registration</p> <p><i>*A thirty-minute working lunch will be provided for the Early Childhood Inclusion Session.</i></p>
Thursday, October 3	<p>7:00 AM - 4:45 PM.....Conference Registration 8:00 AM - 9:30 AM.....Welcome and General Session 9:30 AM - 10:00 AM.....Exhibit Hall Grand Opening and Snacks 9:30 AM - 5:00 PM.....Exhibit Hall/Art Gallery Open 10:00 AM - 11:30 AM.....Session I and Highlighted Speaker 11:30 AM -12:50 PM.....Lunch/Showcasing/IDEC Open Meeting 1:00 PM - 2:30 PM.....Session II 2:30 PM - 3:00 PM.....Snacks and Raffles in Exhibit Hall 3:00 PM - 4:30 PM.....Session III 5:00 PM.....Exhibits and Art Gallery Close 5:00 PM - 6:30 PM.....<i>No Small Matter</i> - Film Screening</p>
Friday, October 4	<p>7:00 AM - 11:00 AM.....Registration 7:45 AM - 1:30 PM.....Exhibit Hall/Art Gallery Open 8:00 AM - 9:30 AM.....Session IV 9:30 AM - 10:00 AM.....Snacks and Raffles in Exhibit Hall 10:00 AM - 11:30 AM.....Session V 11:30 AM - 1:00 PM.....Lunch/Exhibits/Art Gallery/Showcasing 1:15 PM - 2:45 PM.....Session VI 1:30 PM.....Exhibits and Art Gallery Close</p> <p style="text-align: center;"><i>Schedule is subject to change.</i></p>

WELCOME

Dear SAV Attendees,

On behalf of the Illinois Division for Early Childhood, we would like to welcome you to the 16th biennial Sharing A Vision conference. We are thrilled to be hosting you at the Embassy Suites Hotel and Conference Center in East Peoria on the beautiful Riverfront!

The SAV committee members have been hard at work planning a conference to meet your professional needs. From thought-provoking pre-conference sessions, networking opportunities, engaging workshop sessions, an interactive art gallery, programs showcasing their work, an IDEC members lounge, and an exhibit hall filled with companies and organizations to support your work, we are certain you will leave SAV feeling reenergized!

New this year is a session titled, "What's Happening in Illinois?" If you are an SAV regular, this is the newly-formatted Conversation Stations. Join this session to hear from a panel of representatives from the Illinois State Board of Education, the Governor's Office of Early Childhood Development, and the Department of Human Services, among others. Following the panel presentation, participants can continue the conversation on the topic of their choice with individual representatives at various tables.

Returning this year is the conference app and online evaluations. We value your input and use evaluation data to improve your conference experience. Additionally, any attendee seeking training hours or credit for sessions will be required to complete the overall online conference evaluation. Please refer to the Instructions for Continuing Education Credit form in your conference folder or visit the credentialing table with questions.

Thanks for your commitment to continued learning and networking!



Anni Reinking
Conference Co-Chair



Emily Reilly
Conference Co-Chair

SPECIAL THANKS TO THE SAV COMMITTEE CHAIRS

Artwork	Anna Owen Gina Musielski
Conference Coordinator ..	Tracy Oakley
Conversation Stations	Emily Ropars
Credentialing	Kristy Doan
Evaluation	Kira Hamann
Exhibits	Amy Betz Stephanie Herling
Family Engagement	Mary Smith Sheri Kraus
Historian/Photographer ..	Sherial McKinney
Presenter Sales	Peggy Kiefer
Publicity	Becky Groennert
Proofing	Jodi Knapp
Program	Bernadette Laumann Pam Reising-Rechner
Pre-Conference	Denise Henry Carol Weisheit
Showcasing	Kathy Slattery
Session Facilitators	Natalie Doyle
Slideshow	Cecilia Mintz
Technology	Bridget Meis Connie Shugart

JOIN YOUR ILLINOIS DIVISION FOR EARLY CHILDHOOD (IDEC) FRIENDS AT THE IDEC LUNCHEON

Come network with colleagues and hear updates about current national and local Early Childhood initiatives.

When And Where

- Thursday, October 3, 11:30 AM - 12:50 PM
- Location: Fon Du Lac D-F

Who Should Attend?

- Current and prospective IDEC and DEC members
- Conference attendees interested in updates about current state and national Early Childhood initiatives

Please bring your lunch from the buffet to Fon Du Lac D-F. We will have an update on IDEC work and two presenters:

- Danual Berkley, author (www.danualberkley.com)
- Cristina Pacione-Zayas, Director of Policy, Erikson Institute and Secretary of the Illinois Board of Education

Don't forget to visit the Illinois Division for Early Childhood (IDEC) table in the Exhibit Hall and watch the Guidebook App for membership hospitality hours! Challenge yourself to get involved in IDEC and help us make a difference for your colleagues and the children and families we serve across Illinois.

GENERAL CONFERENCE INFORMATION

CONFERENCE HEADQUARTERS

The Registration Area in the main lobby of the convention center will serve as Conference Headquarters. For questions, please visit the Registration Area or the SAV Door Prize and Information Booth in the Exhibit Hall. SAV Committee Members will be wearing either an "Ask Me" button or a SAV t-shirt throughout the conference and are happy to answer your questions.

CONFERENCE BADGES

Please wear your name badge during the entire conference as this admits you to all conference activities. Before you leave the conference, we kindly ask you to drop off your name badge at the Registration Area to be recycled.

CONFERENCE EVALUATIONS

In order to receive credit for sessions at SAV, participants must complete the overall conference evaluation. Evaluations will be completed and submitted through Guidebook. Additionally, all attendees are encouraged to complete evaluations for each individual session. In appreciation, those who complete the overall conference evaluation will be put in a random drawing to win one free conference registration for SAV 2021!

EMERGENCY INFORMATION

Please take time to familiarize yourself with the layout of the hotel, location of the exit doors and routes upon entering any room. In the event of a fire or other emergency, your knowledge of exits will be helpful. Please make sure that the colleagues you are traveling with have your emergency contact information, in case it is needed.

IDEC MEMBERSHIP

Are you already an IDEC member? Bring a friend and join us for member hospitality hours to relax and network. Not a member and wondering what membership can do for you? Stop by the IDEC membership booth in the Exhibit Hall and/or join us for the annual networking meeting on Thursday, October 3 at 11:30AM - 12:50PM in Fon Du Lac D-F. Be sure to grab your lunch!

IDEC Hospitality in Suite 204/205:

Thursday 2:30 PM - 3:00 PM
Friday 9:30 AM - 10:00 AM and 11:30 AM - 1:00 PM


INTERNET ACCESS

Complimentary Wi-Fi is available in the Conference Center. Choose the "Embassy Meeting" network name and use the password SAV2019.

LOST AND FOUND

Please visit the Conference Headquarters to drop off or locate any lost and found articles. Once the conference is over, all articles will be turned over to the Embassy Suites and Hotel lost and found center.

PRESENTER SALES

SAV provides the opportunity for presenters to sell their products immediately following their session. Sessions with presenter sales will be indicated with the following symbol:  next to their session description.

PROFESSIONAL DEVELOPMENT CREDITS

SAV workshop sessions qualify for professional development hours and/or credits through a variety of entities. Please refer to the Instructions for Continuing Education Credit form in your conference folder or visit the credentialing table for specific guidance on obtaining credit that meets your needs.

WELCOME AND GENERAL SESSION

THURSDAY, OCTOBER 3 | 8:00 AM - 10:00 AM

Welcome - Emily Ropars, IDEC President

2019 GENERAL SESSION SPEAKER



Dr. Rosemarie Allen has served as a leader in early childhood education for over 35 years. Her life's work is centered on ensuring children have access to high quality early childhood programs that are developmentally and culturally appropriate. She is currently an Assistant Professor in the School of Education at Metropolitan State University of Denver, serves on the Pyramid Equity Program, is a respected keynote speaker, and has the distinct honor of being appointed as a "Global Leader" to represent the United States at World Conferences across the Globe. Dr. Allen recently launched a new non-profit, Institute for Racial Equity & Excellence (IREE), which serves as the lead agency for ensuring equity in educational practices throughout the nation. Please join us for her general session, "**Ensuring All Means ALL: Addressing Implicit Bias to Meet the Needs of All Children.**" This session will provide information on the role of implicit bias in ensuring the needs of all children are met. Data will be presented on the progress of children in the 10 years since the NAEYC and DEC joint position paper on inclusion was released and the steps that are needed to push forward to ensure that all means ALL, that all children are included, connected, and thriving. Rosemarie will also present a breakout session, "**Suspending Suspensions: Classroom Strategies that Promote Social Emotional Competence for Children and Adults.**"

HIGHLIGHTED SPEAKER



Jim Gill is excited to return to SAV to celebrate! He will help us celebrate inclusion in his session "**Celebrating an Inclusive & Musical Classroom**" and we can help him celebrate the release of his new three CD collection: **Jim Gill's Most Celebrated Songs!** Thirty-five years ago, Jim picked up a banjo excited by the idea that music, apart from the joy it brings, is a great way for ALL children to play and a great way for early childhood professionals to help ALL young children learn. Jim spent twenty years directing programs in music play for families and young children with special needs in the Chicago area. His particular writing style—combining word play and movement opportunities into songs—was developed through this work. Jim completed his graduate studies in child development at the Erickson Institute of Chicago with a special emphasis on the study of play. His work experience and studies have led Jim to create each of his recordings and books as an opportunity for playful interactions between a child and caring adult. Jim has released 7 award-winning CDs of music play for young children. He is also the author of two children's books. Over the years, he has received five awards from the American Library Association for his releases.

CREATIVE EXPRESSIONS ART GALLERY



Celebrating Inclusion, Equity, and Diversity at Sharing A Vision 2019!


Visit the Creative Expressions Art Gallery for ideas to inspire new inclusive art experiences for young children in your program. This year's gallery offers a look at art activities from three different programs that used outcomes from the NAEYC/DEC joint position statement on inclusion to guide learning experiences for children:

- Providing access and supports for all children to participate
- Fostering a sense of belonging and membership
- Promoting positive social relationships and friendships

The Art Gallery is open Thursday & Friday in the SAV Exhibit Hall. Come talk with the teachers about their program's art experience! See schedule posted in the gallery.

WORKSHOP SESSIONS

This year the committee has organized the workshop sessions based on age ranges and the DEC recommended practices. These practices include: Assessment, Environment, Family Interaction, Instruction, Leadership, Teaming and Collaboration, and Transition. We hope this will help you in selecting your workshops. Some session rooms may fill to capacity. If this happens, a "Closed Session" sign will be posted at the door. Please have an alternative choice so that you can maximize your conference learning and enjoyment. To avoid being turned away from a session, arrive early at the room. The workshop sessions that have been approved for Early Intervention credit have been noted within each workshop description.

 Approved for Early Intervention credit.

THURSDAY, OCTOBER 3

GENERAL SESSION 8:00 AM - 9:30 AM


Ensuring All Means ALL: Addressing Implicit Bias to Meet the Needs of All Children

Rosemarie Allen - *Center for Equity & Excellence Inc.*

Instruction; 0-8

River A-E

This general session address will provide information on the role of implicit bias in ensuring the needs of all children are met. Data will be presented on the progress of children in the 10 years since the joint position paper was released and the steps that are needed to push forward to ensure that ALL means ALL, that all children are included, connected, and thriving.

 Approved for 1.5 hours (Working with Families) Early Intervention Credit

SESSION I AND HIGHLIGHTED SPEAKER 10:00 AM - 11:30 AM


Celebrating an Inclusive and Musical Classroom

Jim Gill - *Jim Gill, Inc.*

Interaction; 0-8

River A-E

In this energizing session, Jim will share examples of his award-winning songs that offer opportunities for children of all abilities to play. His songs encourage active movement while also promoting word play, rhymes and tongue twisting fun. Jim will discuss how a play-based program provides an inclusive environment for children with special needs and share thoughts based on his work with children of all different backgrounds and ability levels. Early childhood professionals will leave the session inspired to celebrate in the classroom and support families at home with new songs and playful literacy activities.


 Approved for 1.5 hours (Intervention) Early Intervention Credit

I'm the Director! Now What?

Brenda Eastham - *University of Illinois, Child Care Resource Service*
Leadership; 0-8

Lydia B

Have you found yourself in the director position with little to no training? Education, training, and experience around early childhood education does not prepare you to be a program director. During this training we will look at and examine various leadership roles including hiring manager, staff relationship coach, professional development advisor, and early education instructor. We will discuss and role-play various situations to give you hands-on ideas to take back and use immediately. Please come with ideas and techniques that have worked for you.


 Approved for 1.5 hours (Working with Families) Early Intervention Credit

Going Beyond Inclusion to Acceptance

Wanda Harris - *District 148 Riverdale Dolton*
Leadership; 0-8

Grandview

Inclusion takes purposeful and deliberate planning using research-based methods for preparing the student for inclusion, and the staff, the parents, the school and the community for acceptance of differences. We will look at some research-based programs that will help develop that level of acceptance.


 Approved for 1.5 hours (Intervention) Early Intervention Credit

Difficult Conversations: A Toolkit for Educators in Handling Real-Life Situations

Anni Reinking - *Southern Illinois University-Edwardsville*
Teaming & Collaboration; 0-8

Lydia C

This session is based on a recently published book focused on how to help all educators engage in effective conversations with families, co-workers, administrators, and students, even when difficult conversations arise. This session will include real-life scenarios and time for reflection and discussion. This session will also include tool-kits and a communication cycle effective in education conversations.

 Approved for 1.5 hours (Working with Families) Early Intervention Credit

WORKSHOP SESSIONS

Classroom Assessment Tools: Putting It All Together!

Connie Shugart - *Western Illinois University/STAR NET Regions I & III*

Ann Kremer - *Early CHOICES*

Kathy Slattery - *STAR NET Region II / The Center*

Assessment; 3-5

Cole/Schertz

A number of early childhood classroom assessment tools are used in Illinois, and they each view the activities and interactions happening in the classroom through a slightly different lens. This session will focus on three such tools: The Early Childhood Environmental Rating Scale 3 (ECERS 3), The Inclusive Classroom Profile (ICP), and the Teaching Pyramid Observational Tool (TPOT). We will focus on how each of these tools support best practices for all children in preschool programs and can assist in the development of professional learning goals.

Messes, Music, and Make-Believe: High Quality Arts Experiences for Young Children

Rebecca Swartz - *Department of Special Education, Early Childhood Collective, University of Illinois at Urbana-Champaign*

Interaction; 0-5

Fon Du Lac A-C

In this interactive session, we will explore how the Arts (visual arts, music, dance, and drama) can provide rich opportunities for children to explore the skills described in the Illinois Early Learning Guidelines and Illinois Early Learning and Development Standards. Participants will have time to try hands-on activities that model developmentally appropriate arts experiences, practical strategies to promote inclusion of all learners in arts experiences, and be introduced to the free, evidence-based resources of the Illinois Early Learning Project to take their learning into action.

 Approved for 1.5 hours (Intervention) Early Intervention Credit

Pushing Early Childhood Instructional Leadership Forward


Amanda Thompson - *LaVergne Education Center*

Aimee Tazic - *Berwyn South District 100*

Leadership; 0-8

Lydia A

In this session, instructional leaders and administrators will explore intentional coaching strategies to support teachers and collaborative teams in early childhood settings. We will define coaching, view coaching cycles, create a coaching log, and learn tips for effective coaching.

 Approved for 1.5 hours (Working with Families) Early Intervention Credit


The State of Our Children: The Impact of Preschool Suspensions on the Developing Child

Rosemarie Allen - *Center for Equity & Excellence Inc.*

Leadership; 0-8

Fon Du Lac D-F

This workshop will support participants in understanding key issues surrounding preschool suspension and expulsion. Content will specifically focus on critically examining and using data to reduce preschool suspensions and expulsions; as well as providing strategies and best practices that can be used at the state and program levels.

 Approved for 1.5 hours (Working with Families) Early Intervention Credit

SHOWCASING 11:30 AM - 12:50 PM

Exhibit Hall

The Carpentersville Early Education Collaborative

Javier Ramos - *Children's Home and Aid*

Recruitment can be one of the most challenging aspects of the enrollment process. Children are out there, but why aren't families filling our voicemails or bombarding our centers with requests to enroll their child in our programs? Children's Home and Aid, School District 300, and Two Rivers Head Start joined forces to overcome obstacles in the recruitment process and created the Carpentersville Early Education Collaborative. Stop by to learn about the progress we are making in the Carpentersville area.

PLC's + Collaboration = Systemic Change

Diane Schoenheider, Jen Zinga, Ashley Peterson - *Lindop SD 92*

The key to improving child outcomes is continuous job-embedded learning for all staff. See how we improved learning through PLC's and collaborative practices. Our program has grown and evolved by refining inclusion practices, gathering and analyzing data, and creating an action plan to best serve all students. Attendees will walk away with practical strategies for leveraging data to improve instruction.

WORKSHOP SESSIONS

SESSION II 1:00 PM - 2:30 PM

EXPRESS Yourself: Welcoming ALL Emotions to Your Classroom

Becky Boerner - Collinsville School District Unit 10

Ashley Elliff - Collinsville School District Unit 10

Interaction; 3-5

Fon Du Lac A-C

Welcoming and teaching children in the classroom is typically successful for most teachers. But what about the child who comes in screaming, kicking, hitting, or crying? This session will focus on welcoming the child who brings unwelcomed behaviors, so learning in all areas of development can take place.

Culturally Responsive Teaching: How to Develop Intrinsic Motivation


Inna Dolzhenko - Chicago State University

Patricia Steinhaus - Chicago State University

Interaction; 3-8

River C/D

This workshop focuses on the enhancement of teachers' cultural awareness and self-awareness through the development of intrinsic motivation. Intrinsic motivation consists of four components: (a) establishing inclusion, (b) developing attitude, (c) enhancing meaning, and (d) engendering competence. The presenters will describe and model teaching techniques and demonstrate sample instructional activities for preschool and primary school students.

 Approved for 1.5 hours (Working with Families) Early Intervention Credit

BYOT: Build Your Own Toolkit of Inclusion Resources


Sarah Isaacs - University of Illinois Urbana-Champaign

Jill Tompkins - Illinois Early Intervention Clearinghouse/ Illinois Early Learning Project

Instruction; 0-5

Fon Du Lac D-F

Using the DEC/NAEYC joint position statement on early childhood inclusion as a guide; this interactive workshop focuses on identifying resources to improve access, participation, and supports for young children with special needs. Through hands-on exploration of evidence-based print and digital materials, you will create an individualized toolkit of resources to enrich your interactions with young children and their families.

 Approved for 1.5 hours (Working with Families) Early Intervention Credit

Increasing Team Collaboration and Student Outcomes Through Units of Study

Katie Cox - East Aurora District 131

Jodi Eppenstein - East Aurora District 131

Leadership; 0-5

Cole/Schertz

Four years ago, our special education and general education preschool programs were operating separately with little collaboration or knowledge of one another. Our teachers were overwhelmed with paperwork and were struggling to keep up with portfolio collections, let alone have collaborative discussions during PLC meetings each week. This is our story, how a group of diverse teachers in a large program, crossing over five sites, came together to address these barriers and improve the outcomes for our students.

 Approved for 1.5 hours (Intervention) Early Intervention Credit

Classroom Climate: Creating a Space for Emerging Bilinguals

Abbie Loos - Pershing Early Learning Center (Decatur Public School District 61)

Joyce Bezdicsek - Millikin University

Environment; 3-5

Lydia B

English Language Learners (ELL) and Bilingual learners are a developing population and have unique needs inside our classroom. Participants will engage in discussions and explore creative ways to integrate home language and culture to support all children in our classroom. The physical environment, social relations with families, and the daily routines all impact these learners. We will focus on building a solid foundation for these learners to grow.

Being Intentional in Your Creative Curriculum Classroom

Rhonda O'Connor - STAR NET Region VI

Becky Handler - STAR NET Region VI

Instruction; 3-5

River B

As teachers, we must be intentional in the materials and activities we provide so we can scaffold each individual student as they play. Using the IELDS and Objectives for Learning and Development, we will examine ways to see how we can embed these objectives into their everyday activities in order to have an accurate picture of their growth and development.

WORKSHOP SESSIONS

Conversation Stations Panel: What's New in Illinois?

Emily Ropars - *Early CHOICES*

Leadership; 0-8

River A

Join us for an engaging panel presentation with representatives from ISBE, DHS, OECD, and more as we hear updates on what is happening throughout Illinois. Following the panelists updates, attendees may select one of various coffee talks available to continue the conversations or ask questions.

✓ Approved for 1.5 hours (*Working with Families*) Early Intervention Credit

Are You More Like Captain Kirk or Mr. Spock? 5 Lessons from the Starship Enterprise that Facilitate Self-Reflection and Behavior Planning When Children Exhibit Challenging Behaviors

Angela Searcy - *Simple Solutions Educational Services and Erikson Institute*

Interaction; 0-8

River E

Taking a trip on the Starship Enterprise removes professionals from their present reality and provides a useful heuristic to investigate behavior planning from a different angle. When children exhibit challenging behaviors are you the passionate, but reactive and impulsive like Captain Kirk? Or the logic driven, yet emotionally distant like Mr. Spock. This workshop will provide 5 steps that help professionals organize strategies along the mental health continuum: (1) self-reflection, (2) context analysis, and (3) prevention strategies, (4) replacement skills and (5) new responses.

✓ Approved for 1.5 hours (*Intervention*) Early Intervention Credit

Read Aloud Wow! New Children's Books That Matter and Will Enhance Your Curriculum Program

Amy Vandament - *The Book Vine for Children*

Marilyn Peterson - *Education Consultant*

Environment; 3-5

Grandview

Good children's books bring joy! Learn about exciting new titles and how they will enhance your curriculum. Take away strategies to extend books and engage children in literacy-rich environments.

✓ Approved for 1.5 hours (*Intervention*) Early Intervention Credit

The More We Get Together—Growing School and Public Library Partnerships that Serve a Diverse and Multilingual Population

Jeanine Woltman - *CASE (Glenbard EC Collaborative)*

Amy Waters - *Glen Ellyn Public Library*

Teaming & Collaboration; 0-8

Lydia C

Join us as we share our "small steps" approach to growing school and public library partnerships. Get to know the needs of the under-served families in your community as you partner with staff who work with them outside of school. Learn ways to meet families where they are and explore how to overcome barriers. We will share tools that can be used in Multilanguage groups.

✓ Approved for 1.5 hours (*Working with Families*) Early Intervention Credit

Where are All the White Kids? In-Field, Pre-Service Learning Experiences in High-Minority Schools

Natalie Young - *Northern Illinois University*

Instruction; 5-8

Lydia A

This session highlights "The Open Doors Project," initiated in 2014 by Dr. Natalie Young. "The Open Doors Project" is a hands-on, in-field experience for predominately white pre-service teachers; providing them an opportunity to serve and connect with elementary students of color. The partnering school community is located in an urban area on the outskirts of Chicago.

SESSION III 3:00 PM - 4:30 PM

Improving Equity and Access through Assessment and Action Planning

Michael Abel - *McCormick Center for Early Childhood Leadership at National Louis University*

Leadership; 0-8

Lydia C

This session will introduce the Early Childhood Organizational Equity Assessment (OEA), a valid and reliable tool for measuring practices and policies related to promoting equitable access to early childhood programs. This valid and reliable tool measures program equity on seven dimensions across seven core elements. Participants will explore using the OEA to reduce barriers and develop equity improvement initiatives.

✓ Approved for 1.5 hours (*Working with Families*) Early Intervention Credit

WORKSHOP SESSIONS

Exploring the Transition to Kindergarten for African American Families who Have a Child with Disabilities

Jasmine Brown - *University of Illinois at Chicago*

Transition; 3-5

River C/D

This session will examine the literature on the school readiness beliefs and practices of African American families who have a child with a disability during the transition to kindergarten. It will highlight the resiliency of these families and provide insights into how families and schools can work together to build stronger connections during the transition to kindergarten.

✓ Approved for 1.5 hours (Working with Families) Early Intervention Credit

Scaffolding Dramatic Play in Young Children Who Have Special Needs

Susan Cerza - *Evanston Skokie District 65*

Jennifer Heckathorne - *Evanston Skokie District 65*

Instruction; 0-8

River B

Discover how to help scaffold your children's dramatic play skills through visuals, modeling, and language scripts, and how to assess their dramatic play growth.

✓ Approved for 1.5 hours (Intervention) Early Intervention Credit

Effective Components of a High-Quality Multilingual Early Childhood Program

Sergio Hernandez - *Illinois State Board of Education*

Instruction; 0-8

Fon Du Lac D-F

This presentation will focus on the high-quality components of an effective Bilingual/ESL pre-k program utilizing Excelerate, Illinois Early Learning & Development Standards, as well as WIDA Early Childhood standards. We will cover culturally and linguistically appropriate approaches to serve English learners and families.

✓ Approved for 1.5 hours (Working with Families) Early Intervention Credit

Building Resilience in Young Children

Nancy Kuglin - *STAR NET Region VI*

Sheila Bauer - *STAR NET Region VI*

Instruction; 0-8

Lydia A

Resilience is the ability to bounce back after adversity. Studies on Adverse Childhood Experiences (ACES) have shown that trauma's impact is not only psychological but can also alter brain development, nervous system regulation, and stress responses. Building resilience in young children will equip them with the necessary tools to respond to the hardships they may face.

✓ Approved for .75 hours (Intervention) and .75 hours (Working with Families) Early Intervention Credit

Nurturing A Healthy Future: Social-Emotional Development for Birth-5

Jessie Olson - *Lakeshore Learning Materials*

Interaction; 0-5

Fon Du Lac A-C

Early social-emotional development has been shown to impact long-term outcomes including academic and professional success. With such high importance linked to this development, what can we do to support our children? Join us as we discuss various components of social-emotional development and how we can best support our youngest learners.

✓ Approved for 1.5 hours (Intervention) Early Intervention Credit

Wandering in Wellies: Taking the Learning Outside

Catherine Price - *UPC Discovery*

Malerie Stickling - *UPC Discovery*

Environment; 0-8

Grandview

This session will explore the many strategies for connecting children to nature. Presenters will share examples from their own classroom on: planning nature activities, finding flexibility in the daily schedule, gathering materials to support learning outside, and integrating learning domains in nature-based activities. The presenters will share photos and descriptions of their school's Nature Explore Classroom.

✓ Approved for 1.5 hours (Intervention) Early Intervention Credit

Implicit Bias and Equity: It All Starts with You

Emily Ropars - *Early CHOICES*

Evelyn Polk-Green - *STAR NET Region V / Chicago Public Schools*

Interaction, Teaming & Collaboration; 0-8

River A

What does implicit bias impact in the early childhood world? Everything! Explore how implicit bias and culture is at play within ourselves and our programs and how you can recognize and disrupt implicit biases, shift your practices, and build a program climate and culture that recognizes and celebrates equity for all.

✓ Approved for 1.5 hours (Working with Families) Early Intervention Credit

WORKSHOP SESSIONS

4 Lessons Teachers Can Learn from Beyoncé When It Comes to Infusing Instructional Supports into Meaningful (and Safe) Play Experiences for Children With or Without Disabilities

Angela Searcy - *Simple Solutions Educational Services and Erikson Institute*

Instruction; 0-8

River E

Beyoncé provides a fresh new perspective on 4 strategies that help adults facilitate play:

1. Beyoncé gets personal with her fans – Use your observations to personalize your interactions to match their needs/interests
2. Beyoncé keeps it real – Relate play to children’s real lives
3. Beyoncé will extend a song – Add academic content to extend thinking
4. Beyoncé plays with language – Add novel words, gestures, pictures and open-ended questions to play experiences

Approved for 1.5 hours (*Intervention*) *Early Intervention Credit*

The Joy of Being Included: One Family’s Story

Katie Shea - *Early Intervention*

Family; 0-8

Cole/Schertz

In this workshop, you will hear the story of a mother of a young child with disabilities. You will hear a first-hand account of the fears and insecurity a parent feels when her child has challenging behaviors and the barriers she has experienced when interacting with others in the community. You will also hear accounts of dedicated and courageous early childhood professionals who took seriously their belief that inclusion means that there is a place for every child, and whose actions and words made all the difference in making a family feel a sense of belonging at school.

Approved for 1.5 hours (*Working with Families*) *Early Intervention Credit*

10’s (Tens) of Resources to Support YOU While Using the Joint Position Statement on Inclusion

Mary Wonderlick - *Retired*

Environment; 3-8

Lydia B

Everyone needs help and support. Needs ideas and strategies. Needs tools. Bring your device to check out and explore internet resources for the three pillars of inclusion: access, participation, and support. Page through some particularly helpful books. Given scenarios–yours and mine–locate resources that will help.

NO SMALL MATTER - FILM SCREENING 5:00 PM - 6:30 PM


River E



Don't miss this free public screening of *No Small Matter*, the first feature documentary to explore the most overlooked, underestimated, and powerful force for good in America today: early childhood education. Through poignant stories and surprising humor, the film lays out the overwhelming evidence for the importance of the first five years, and reveals how our failure to act on that evidence has resulted in an everyday crisis for American families, and a slow-motion catastrophe for the country. Rachel Giannini, the preschool teacher featured in the film, will be facilitating a question and answer session immediately following the screening.

Sponsored by Early Childhood Professional Learning, a project of the Center: Resources for Teaching and Learning.

Early Childhood Professional Learning

 **THE CENTER:** Resources for Teaching and Learning
EClearning.org

WORKSHOP SESSIONS

FRIDAY, OCTOBER 4

SESSION IV 8:00 AM - 9:30 AM

Inclusive Professional Attitudes: Invitation to Community


Heljä Antola Crowe - *Bradley University*

Anna Estabrook - *Self-Employed*

Interaction; 0-8

Grandview

Invitational attitudes are crucial for professionals to welcome every child and family in order to build a sense of belonging, and to grow and to learn confidently. Educator attitudes matter. Social-emotional nurturance and inclusive intercultural skills can be learned. Practical tools for intercultural skill-building will be shared.

 Approved for 1.5 (Working with Families) Early Intervention Credit

Differentiation: Meeting the Needs of All Students

Cynthia Dressler - *Early Learning Center*

Mindi Turf - *School District 54*

Instruction; 3-5

River A

This session will discuss utilizing the early learning standards to modify classroom activities to engage all students. This process will lead to an increase in communication, socialization, and independent functioning leading to growth of all students. Examples will include modifying materials and goals to allow students to experience success.

Enhancing Lessons with Sign Language (Without Being Fluent)

Rachel Giannini - *Chicago Children's Museum*

Interaction & Instruction; 3-5

Lydia A

The greatest day of my teaching career was when I introduced sign language to the class! I started in fall, and by spring, we had a completely quiet rug-time...completely quiet. Participants will learn how to add sign language to any lesson and leave with resources and 12 weeks of lesson plans to get them started.

Ignite Your Team: Leading for High-Quality Inclusion

Ann Kremer - *Early CHOICES*

Emily Ropars - *Early CHOICES*

Leadership; 3-5

River C/D

This engaging discussion will help identify strategies to support teaming within your program to build skills and strengthen collaboration to implement high-quality preschool inclusion. Hear from leaders who have had success in their programs with professional development and resources to explore and implement evidence-based practices.

Making and Using Visual Supports to Prevent Challenging Behaviors of Young Children with Disabilities

Cheryl Light Shriner - *University of Illinois at Urbana-Champaign*

Maurita Keyser - *Danville Public Schools*

Environment; 3-8

Fon Du Lac D-F

Visual supports and case examples will be presented to illustrate how visual supports can be used to prevent challenging behaviors of young children with disabilities within preschool settings. The function of behaviors can be tied to children not understanding expectations. Visual supports provide clear communication of these expectations. Participants will have the opportunity to create useful visual supports.

I Can Parent, Too! Supporting Parents Who Learn Differently


Tamara Livingston - *TSLivingston, Inc, Independent Consultant,*

Early Intervention Provider

Family; 0-8

Lydia C

This session was designed by staff with the Illinois Children's Partnership, in an effort to better train and support providers in working with parents who learn differently. Participants will better understand how their attitudes and stereotyping impacts the work with families and learn how to adapt materials and better communicate with parents who learn differently. They will also receive extensive resources information to help support their ongoing work with parents and families.

 Approved for 1.5 hours (Working With Families) Early Intervention Credit


LOOKING AT CHILDREN WITH NEW EYES: The Influence of Sensory Processing on Behavior, Development, and Learning

Jennifer Rosinia - *Kid Links Unlimited, Inc*

Instruction; 0-8

River E

All behavior has meaning! The theory of sensory integration provides an alternative lens through which to observe behavior, develop new ways of interpreting behavior as well as to modify curriculum, teaching and care giving strategies. In this session we will learn about the lesser known senses, the interrelated components of sensory processing, and the concepts of sensory modulation and sensory threshold. Time will be spent discussing the possible meanings of specific behaviors that are confusing and challenging and what we can do to foster optimal development and learning.

 Approved for .5 hours (Atypical Development), .5 hours (Intervention), .5 hours (Typical Development) Early Intervention Credit

WORKSHOP SESSIONS


Understanding Selective Mutism

Kathy Slattery - STAR NET Region II/The Center

Interaction; 0-8

Lydia B

Selective Mutism is an often-misunderstood childhood anxiety disorder which is commonly identified when children are in preschool or early primary grades. This session will share evidence-based information about this confusing condition, which can be overcome with appropriate strategies and supports when schools and families work together. You will leave with names of books, web resources, and other information to share with your school team and families in order to help children learn to “use their brave”.

 Approved for 1.5 hours (Atypical Development) Early Intervention Credit

Smarter Not Harder: Mixed-Ability Multi-Tiered System of Supports (MTSS)

Antoinette Taylor - Self/Exceptional Needs Consultant

Elizabeth Rothkopf - Center for the Study of Education Policy
Illinois State University

Instruction; 3-8

Cole/Schertz

Multi-Tiered System of Supports is the platform that sustains the varied frameworks, initiatives, and guidelines educators and administrators are required to implement daily. This interactive session will give participants practical strategies and resources to support data usage to inform tiered supports to improve behavior, academic and attendance outcomes for students regardless of ability, disability or twice exceptionality.

Making Science Visible in Early Childhood

Melissa Walter - Northern Illinois University

Environment; 0-5

Fon Du Lac A-C

Young children have a natural curiosity about their world and engage in science as they explore and learn, but many adults do not see the science in children’s activities. During this workshop participants will experience science from a child’s point of view, learn about the concepts underlying science in early childhood, and discover ways to integrate science throughout the day.

 Approved for 1.5 hours (Intervention) Early Intervention Credit

Physically Exhausted and Emotionally Worn Out: Awakening from Compassion Fatigue

Elizabeth Frisbie - Self-employed

Interaction; 0-8

River B

Educators, especially those working with youngsters with special needs, are among the most dedicated and compassionate professionals on the planet. While this is wonderful for students, it puts us at greater risk for compassion fatigue, a condition many will experience, but few recognize. Come learn the causes, signs, and symptoms of compassion fatigue and leave with effective self-care strategies.

 Approved for 1.5 hours (Interaction) Early Intervention Credit

SESSION V 10:00 AM - 11:30 AM

Connecting the Dots for Equitable Transitions


Patricia Chamberlain - Self-employed

Joyce Weiner - Ounce of Prevention

Transition; 3-8

Fon Du Lac A-C

This session will explore connections between frequently used PreK assessments and the Kindergarten Individual Development Survey (KIDS). We will share transition activities from the Illinois Kindergarten Transition Advisory Council report (2018) that equitably supports diverse children and their families. Participants will brainstorm ideas for supporting the local transition process with families and Birth-8 partners.

 Approved for 1.5 hours (Working with Families) Early Intervention Credit


The Arc of Anger: Supporting Children Throughout the Anger Cycle

Elizabeth Frisbie - Self-employed

Interaction; 0-8

River B

Many children enter our programs holding a lot of anger and may express this emotion in inappropriate ways. Come learn the cycle of anger expression and leave with research-based strategies to support children during each phase of their anger process.

 Approved for 1.5 hours (Intervention) Early Intervention Credit

WORKSHOP SESSIONS

Mistaken Goals: Cracking the Code of Early Childhood Misbehaviors

Kira Hamann - *Illinois State University*

Interaction; 5-8

River C/D

Whining? Pouting? Tantrums? Fighting? In your teaching/parenting, have you wondered, why is he or she doing this?! In this workshop, learn what may really be going on when your children engage in these types of behaviors. Building on Adlerian tips and techniques, learn how to break the code of children's behavior and identify new tools and techniques for helping children meet their needs, while also helping yourself stay calm and feel in control.

Telling Your Data Story with IECAM


Brenda Koenig - *Illinois Early Childhood Asset Map at the University of Illinois*

Dawn Thomas - *Illinois Early Childhood Asset Map at the University of Illinois*

Leadership; 0-8

Lydia C

Presenting early childhood data to stakeholders any time soon? You can communicate critical information and unique insights in an engaging way by telling a story! Learn how others have told their data stories using the IECAM website, then walk through the process of finding the data you need to create your own unique story.

 Approved for 1.5 hours (Working with Families) Early Intervention Credit

Let's Build: STEAM in an Inclusive Pre-K Setting

Elizabeth Mueth - *Collinsville Unit 10*

Amber Denbow - *Collinsville Unit 10*

Instruction; 3-8

River A

We will use work samples to show how we integrate STEAM into a diverse, inclusive classroom, sharing both our successes and challenges. The focus will be on integrating cardboard construction into a child-led study on buildings. We will share how connecting children's experiences with buildings in their community and using children's literature enhanced the study. Participants will have the opportunity to work with child-safe cardboard construction tools.

Visual Environmental Supports: Preparing the Classroom to Benefit ALL Students

Emma Reichert - *Mid-State Special Education*

Jessica Tatum - *The Center: Resources for Teaching and Learning Environment; 3-5*

Fon Du Lac D-F

Visual environmental supports are powerful tools that can enhance your classroom environment. Visual supports teach routines and procedures, facilitate participation, and promote independence. Research has shown, what is beneficial for some can be beneficial for all. Come learn why you should add visual supports to your classroom, see examples for a variety of routines and activities, and learn tips for implementation and instruction.


Beyond Do No Harm: LGBTQIA+ Inclusive Early Childhood Programs

Jennifer Rosinia - *Kid Links Unlimited, Inc*

Environment; 0-8

River E

It's time we had the talk! There are just some topics that are difficult to discuss. This reflective and interactive educational session will examine issues related to creating a safe early childhood learning environment for everyone with a special focus on families who are members of the LGBTQIA+ community. This unique session will be responsive to the participants who attend. While the presenter will come prepared, it will be the participants questions, concerns, and issues that will be utilized to organize the direction of our collective learning experience.

 Approved for 1.5 hours (Working with Families) Early Intervention Credit


Singable Songs and Fingerplays for Developing Early Literacy Skills, Attention, and Community!

Carole Stephens - *Self-employed: Macaroni Soup! Active Music for Active Learners*

Instruction; 0-5

Grandview

To learn, children must be engaged. To be engaged, you must get their attention. To get their attention you must present content that is developmentally appropriate, interesting, and FUN! Making music is an important gateway to early learning. Teachers of all abilities will be empowered to sing and DO with children of all abilities.

 Approved for 1.5 hours (Intervention) Early Intervention Credit

WORKSHOP SESSIONS


Storytelling for School and Home

Margaret Varney - Heartland Community College

Instruction; 3-8

Lydia A

Come and discover the 14 steps that will move you toward telling masterful stories your children will remember for years to come. What does current brain research say about storytelling? Learn to tell engaging family stories. Participate in two inclusive activities for all children ages two to eight as well as ways to guide children toward sharing their own stories.

 Approved for 1.5 hours (Intervention) Early Intervention Credit

Hands-on STEAM for the Preschool Classroom

Erin Wiese-Reichert - Town of Normal-Children's Discovery Museum

Instruction; 3-5

Cole/Schertz

STEAM (Science, Technology, Engineering, Art, Math) activities are becoming increasingly important to the early learner! Come join us for this session that will include discussion on the importance of STEAM based learning for the young child, demonstrations of hands-on activities, and try out a few hands-on activities for yourself! You will leave this session with lots of ideas on how to easily incorporate STEAM based learning in your classroom!

Resilience-Based Interaction Model (RIM): Research and Innovation in Child Mental Health and Well-Being

Mojdeh Bayat - DePaul University

Interaction; 3-8

Lydia B

Resilience-Based Interaction Model®(RIM), is an innovative approach for children, which guides teachers' language and behaviors during interaction with children. The approach is used to address children's challenging behaviors and promote their mental health and well-being. In this session the participants will learn about the components of this approach and its related research. Examples of techniques in this approach will be shared with the participants.

SHOWCASING 11:30 AM - 1:00 PM

Exhibit Hall

Why Art?

Stacy Voras - LaGrange SD 102

Every artist has...A creative mind to inspire self-expression...Eyes to see the colors and shapes of the world in a unique way...A heart to show genuine appreciation for the work of others as well as their own...Hands to explore different mediums like sculpting, painting, drawing, and writing...Tools to use when making a one-of-a-kind masterpiece. Creativity starts here...in Early Childhood!

P.A.C.T. Parent and Child Together

Luz Palacios, Laurie Klomba - West Aurora SD 129

P.A.C.T. - Parent and Child Together is our parent involvement opportunity at the West Aurora Early Learning Academy, supporting parents and their children through their early education journey. We meet regularly, and sessions include fun, free and interactive literacy based activities, speakers for families on a variety of topics, a lending library with educational literacy supplies, a parent-child activity session, and free child care. Come visit us to discuss opportunities for family involvement!

SESSION VI 1:15 PM - 2:45 PM


Sharing Developmental Concerns with Families to Impact Informed Family Decision Making

Lynn Barts - Early Intervention Training Program at the University of Illinois

Family; 0-5

Cole/Schertz

Sharing developmental concerns can be a difficult conversation to have with a family. When each person feels valued and respected in this conversation, it can strengthen partnership and trust. This dialogue will cover developmental concerns in a way that can impact outcomes for young children and their families.

 Approved for 1.5 hours (Working with Families) Early Intervention Credit


Effect of Trauma and Stress on the Developing Brain: The Brain Architecture Game

Karla Belzer - University of Illinois Extension

Interaction; 0-8

Lydia C

Supporting the healthy development of the young child's brain is both a tremendous opportunity and an awesome responsibility. While brain development begins prenatally, the brain is not fully developed at birth and the environment in which the young child grows up strongly influences how the brain is wired. In this session, as you build a brain, you will build understanding of the powerful role of experiences on early brain development including introduction of core concepts from developmental science and how experiences shape the brain – for better or worse.

 Approved for .75 hours (Atypical Development) and .75 hours (Typical Development) Early Intervention Credit

WORKSHOP SESSIONS

Supporting Behavior and Self-Regulation Through a Team Approach


Shannon Cribaro - Mannheim School District 83

Jackelyn Cadard - Downers Grove School District 58

Teaming & Collaboration; 0-8

River B

Do you have students demonstrating challenges with self-regulation and behavior? Do you have teachers struggling to support their unique needs? Come to our session to learn more about ways to support your teams, teachers and most importantly your students!

 Approved for 1.5 hours (Intervention) Early Intervention Credit

Start Early: Inclusion Begets Inclusion


Sandy Ginther - Retired, Early CHOICES, STAR NET Regions I & III

Abbey Hines

Leadership; 0-8

Lydia A

A mother and daughter share their journey with Down syndrome and how inclusive and supportive opportunities have produced significant accomplishments and independence. Beginning at birth, the impact of inclusive early childhood years on adulthood will be seen. The importance of access, participation, support, along with positive attitudes, high expectations, and friendship and belonging will be evident.

 Approved for 1.5 hours (Working with Families) Early Intervention Credit

Access to Play is an Equity Issue: Learning Through Play Prepares Children for Kindergarten

Julie Kallenbach - Private Consultant

Instruction; 3-5

Fon Du Lac A-C

Participants will strengthen their knowledge and talking points about how learning in play is essential in developing the executive functioning, social, and emergent literacy skills critical for success in kindergarten. Children with special needs or from low income families frequently lack quality opportunities to play with peers. Participants will learn the stages of pretend play and their role in supporting play development.

Creating Dramatic Play Areas that Reflect Children's Home Lives and Cultures

Tammy King - Early Childhood Professional Learning (ECPL)

Environment; 3-5

River C/D

Children are more likely to engage in high levels of play when they are immersed in an engaging environment. What better way to engage children in play than to recreate aspects of their home cultures and home life in the dramatic play area? Join me as we explore ways to do just that.


A Little Hearing Loss is a BIG Thing!

Andrea Marwah - Illinois School for the Deaf Outreach

Interaction; 0-8

Lydia B

What is unidentified mild hearing loss, unilateral hearing loss, temporary hearing loss, and more severe hearing loss? The impact these conditions have learning, language, communication, and social/emotional development of a child will be addressed. Training includes: identifying and accommodating for hearing loss, considerations regarding methods of communication for the child and family, amplification, and recommended services.

 Approved for 1.5 hours (Atypical Development) Early Intervention Credit

Ramp up Discovery; The Little Engineers that Can!

Jac McBride - STAR NET Region II/The Center

Instruction; 3-5

River E

This interactive session is designed to expand teachers' curiosity and interest in science experiments and common simple machines. Participants will experiment with common tools and simple machines that are developmentally appropriate for all preschool children and discover the mechanical advantage of simple machines we use every day. Using common and natural materials, teachers will also develop a working knowledge of engineering mechanics and how to increase discovery activities that will capture the curiosity of young children.

WORKSHOP SESSIONS

Linking MATH and LITERACY

Sherial McKinney - *Western Illinois University/STAR NET Regions I & III*

Roseann Slaght - *Western Illinois University/STAR NET Regions I & III*

Interaction; 3-5

Fon Du Lac D-F

This session will increase the participants awareness of the connection between math and literacy. Research and the Illinois Early Learning and Development Standards (IELDS) for math and literacy for preschool children will be highlighted. Strategies and examples of children's books that pertain to mathematical concepts will be shared and linked with Language Arts skills and standards.


Supporting Diversity in Preschool

Marilyn Peterson - *Education Consultant*

Interaction; 3-5

River A

Preschool children often have a sharp awareness and passion for fairness. They usually notice differences in others without feeling uncomfortable. This training will examine attitudes of adults and classroom practices that approach and expand the topic of diversity. Explore quality children's literature, diverse classroom materials and activities that will strengthen preschool children's understanding of diversity and sense of classroom community.

 *Approved for .75 (Interaction) and .75 hours (Working with Families) Early Intervention Credit*

Advancing Equity Through Ambitious Instruction


Mindi Schryer - *Ounce of Prevention*

Tamara Value - *Ounce of Prevention*

Instruction; 0-5

Grandview

To ensure quality teaching for all children, implicit bias needs to be confronted at both the leadership level and in everyday teaching. This session will examine components of ethical leadership as well as strategies for intentional lesson planning. Together these strategies can mitigate implicit bias in early childhood education.

 *Approved for 1.5 hours (Working with Families) Early Intervention Credit*

INSTRUCTIONS FOR CONTINUING EDUCATION CREDIT

Several continuing education credits are offered through the Sharing A Vision Conference, including Illinois State Board of Education professional development, Illinois Department of Professional Regulation, Gateways Registry, and Early Intervention credentialing hours. See below for details on how to obtain credit. If you have any questions, assistance is provided at the continuing education/credentialing table.

For all types of continuing education credit:

1. Attend sessions as desired.
2. On Verification of Continuing Education/Credentialing Hours form (found in your conference folder), circle all sessions attended. **NOTE:** You must attend the ENTIRE session to receive credit. DO NOT ALTER HOURS ON THE FORM.
3. Tally contact hours.
4. Keep the white (top) copy and place the yellow copy in the boxes provided as you leave the conference. Forms will not be accepted until AFTER you attend your last entire session. You may not leave a session early and claim credit for that session. Forms cannot be accepted after October 4, 2019 and must be received onsite.
5. The overall conference evaluation must be completed within the Guidebook App to receive credit.

In addition, follow steps below for the type of credit you are wishing to receive.

Early Intervention Credentialing

- Sessions approved for Early Intervention Credentialing are indicated with an asterisk on the Verification of Continuing Education/Credentialing Hours form.
- Turn in documentation (certificate of attendance and verification form) to the Early Intervention Provider Connections department at the time of credential renewal.

Gateways Registry Verified Conference

- Attendees who are Gateways registry members will receive credit on their professional development record for each session they attend at the conference. Gateways will enter credits following the conference.

Illinois Department of Financial and Professional Regulation

- This applies to continuing education (CE) for Speech-Language Pathologists, Social Workers, Licensed Clinical Professional Counselors, Occupational Therapists and Physical Therapists.

Illinois State Board of Education Licensed Educator Professional Development Credit Hours

- Complete the Verification of Continuing Education/Credentialing Hours form and retain white copy in your records.
- Turn in yellow copy of the Verification of Continuing Education/Credentialing Hours onsite prior to leaving the conference. Forms cannot be turned in early unless you are leaving the conference early, nor will forms be accepted after the close of the conference.
- Participants must complete the conference evaluation in the Guidebook app. The conference evaluation will ask if you would like to receive ISBE credit. Select yes and you must provide your IEIN number. If you do not know your IEIN number, visit this site: <https://www.isbe.net/Pages/Educator-Licensure-Information-System.aspx>. No credit will be given without answering ISBE related questions on the conference evaluation and submitting your IEIN number.
- The ISBE Evidence of Completion form will be emailed by November 3, 2019.

Save the Date!

Sharing A Vision 2021

October 6-8, 2021

Embassy Suites Hotel and Conference Center
East Peoria, IL

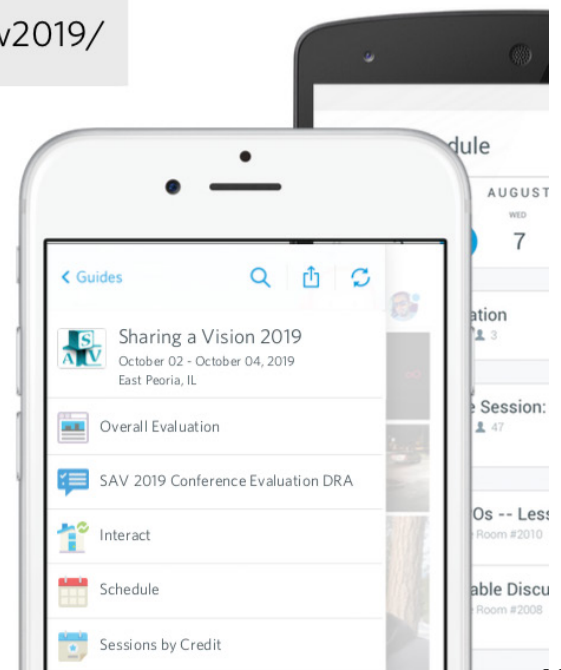
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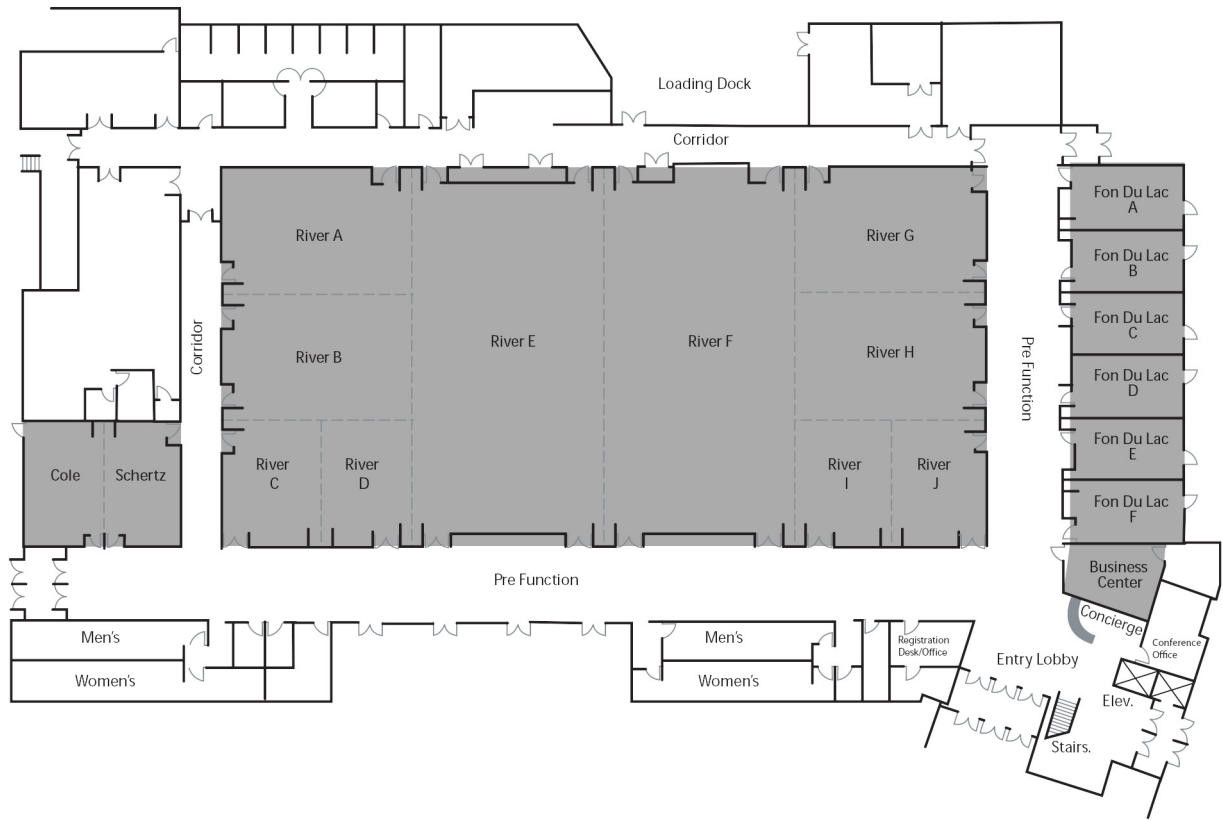
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guidebook



CONFERENCE MEETING SPACE



HOTEL MEETING SPACE

