

Morning Sessions:

1. **Strength in Connection: A Reflective Gathering for Coaches**, Ellen Coker, Colorado Coaching Consortium, info@cocoaches.org
 - a. This session offers coaches the opportunity to reconnect with familiar colleagues and meet new ones while sharing challenges, successes, and strengths. Through guided discussions and reflective activities in both small and large groups, participants will have space to be heard and to gain fresh perspectives. The session is designed to support the well-being of coaches by fostering connection, encouraging shared learning, and providing practical strategies to take back into their work.
2. **Well-being and Burnout Prevention for Early Childhood Professionals**, Crystal Reeder creeder@allhealthnetwork.org, and Matt Burkhart, All Health Network
 - a. Well-Being and Burnout Prevention for Early Childhood Professionals provides a space for professionals to focus on their own needs and resiliency. Participants will learn about and reflect together on well-being strategies, tolerable stress vs burnout, compassion fatigue, and connection to resources for support for their own mental well-being. Participants will create a SMART wellness goal for themselves.
3. **Updates from the Regional Coaching Team**, CDEC Sarah Roberts sarah.roberts@state.co.us, Rachael Byrd, rachael.byrd@state.co.us, Dusti Stanton dusti.stanton@state.co.us, Stacey Speck stacey.speck@state.co.us
 - a. The members of the regional coaching team would like to present the findings we gathered from the last in-person coaches meeting and what we have done with the information, including the creation of the Coaching Implementation guide, a focus on meeting with and learning from our rural coaches, and our plan for future training and technical assistant support.
4. **The Physical Activity Learning Session (PALS) in Action: Supporting ECE programs in the recommended physical activity practices**, Rebekah Duchette, Nemours Children's Health, Rebekah.duchette@nemours.org, and Emily Bash, CDEC, emily.bash@state.co.us
 - a. In this experiential session participants will engage in activities from the Physical Activity Learning Session (PALS) curriculum and consider their role as facilitators of physical activity trainings and/or technical assistance providers. Attendees will explore the use of Self-Assessment and Action Plans incorporated in the PALS trainings and consider alignment with Colorado Shines. Additional content includes the recent revision to

Colorado childcare regulations on outdoor play spaces and supports available to coaches and providers.

- b. This is a closed session. You must have completed all prior sessions to register.**

5. Supporting STEM through Thinking Routines, Tamera Sakotas, Denver Museum of Nature & Science, tamera.sakotas@dmns.org

- a. This session will equip instructional coaches and support staff with strategies to support early childhood educators in integrating STEM Thinking Routines into their classrooms. Participants will explore key routines such as Observe, Predict, Check; See, Think, Wonder; Compare and Contrast; and Count and Measure, all designed to foster curiosity, critical thinking, and inquiry in young learners. Through hands-on activities, role-playing scenarios, and planning discussions, coaches will learn how to effectively model, scaffold, and encourage these routines in early childhood settings, helping educators create engaging and developmentally appropriate STEM experiences for their students.

Afternoon Sessions:

1. Building lasting relationships and trust with coaching partners, CDEC Leah Grossmann leah.grossman@state.co.us and Dusti Stanton dusti.stanton@state.co.us

- a. This session will explore the foundational principles of building strong, enduring relationships with your coaching partners while fostering an environment of trust and mutual respect. In coaching, the success of the partnership relies heavily on the quality of the relationship between the coach and the coachee. Building lasting connections and trust isn't just about effective communication, but also about creating a supportive and safe environment where both individuals can grow and succeed.

2. Leveling Up Super Mario: Using gaming theory to Build Accountability, Develop Future Peer Mentors, Leaders, and Advocates, T. Vail Shoultz-McCole, CMU/CMU Tech, vshoultz@coloradomesa.edu

- a. From Chutes and Ladders to Candy Crush with Friends to Mahjong > Playing games support developing strategies, desire for feedback, persistence, and expanding leadership/collaboration skills. Together we will examine gaming theory and identify how coaches can use the expanding culture of gaming to create stronger coaching partnerships impacting quality and retention.

3. **CO Shines Navigation**, Charles Ruda, CDEC Charles.Ruda@state.co.us
 - a. We will be offering coaches strategies to improve their navigation within the Colorado Shines system. We will also be utilizing part of our presentation to celebrate the coaching community.
4. **Roadmap to Policy and Advocacy in Early Childhood**, Enola Garland, Colorado Association for the Education of Young Children enola@coloradoaeyc.org
 - a. You care deeply about early childhood issues—but who has time to navigate the chaos of policymaking? This session is your roadmap. Learn how decisions really get made (and who's responsible for what), discover simple ways to track legislation and stay informed on the issues you care about, and find easy, doable ways to advocate—whether you have 5 minutes or an hour to give. Leave with realistic tools to make an impact, from quick actions at home to deeper engagement when you're ready.
5. **Integrating Nature into the Early Childhood Environment**, Deborah Young, Empowering Communities Globally: For the Care of Children dyoung@empoweringcommunitiesglobally.org
 - a. In a workshop for professional coaches in early childhood, the focus is on equipping coaches with strategies to support teachers in integrating nature and learning across the five developmental domains—cognitive, physical, language, social, and emotional—without overwhelming their already full schedules. Coaches can encourage teachers to observe and utilize natural environments in their existing curriculum, showing how simple outdoor activities like nature walks, gardening, or observing weather patterns can foster rich learning experiences. Additionally, by helping teachers recognize how nature supports foundational skills like problem-solving, communication, and self-regulation, coaches can guide educators to make small, yet meaningful changes that enhance the learning environment. The key is to embed nature-based activities into the daily routine, aligning them with educational goals, and demonstrating how these experiences enrich each domain while complementing current teaching practices.