

## Nellie Edge All-Day Professional Development Seminars: University of the Pacific Credit Options

- 9246 – Kindergarten Writing and the Common Core Model  
**Kindergarten Writing and the Common Core: Joyful Pathways to Accelerated Literacy**
- 9179 – Writing to Read Accelerates Literacy Practicum  
**Writing to Read Accelerates Literacy: All Children Love to Write and Draw!**
- 9157 – Multisensory Kindergarten Model Practicum  
**Seminar Title: Excellence in Kindergarten Literacy: High Expectations and Proven Strategies that Honor Childhood!** Katie Nelson Workshop
- 9622 – Kid Writing: Kindergarten Practicum  
**Seminar Title: Writing to Read in Kindergarten: Explore the Power of “Kid Writing”**
- 9447 – Enhancing Language and Literacy With Song Practicum (Video Course)  
**Seminar Title: The Original Magic of Singing Songs: Maximizing Language and Literacy (#1)**
- 9505 – Enhancing Language and Literacy Practicum (Video Course)  
**Seminar Title: The Magic of Singing Songs: Enhancing All Children’s Language and Literacy (#2)**
- 9560 – Kindergarten Literacy Practicum  
**Seminar Title: Kindergarten Writing Workshop: Building a Community of Engaged and Purposeful Writers,** Jaime Corliss & Nellie Edge Workshop
- 9646 – Celebrate Language and Accelerate Literacy Practicum  
**Seminar Title: Celebrate Language and Accelerated Literacy (a.k.a. Ten Best Practices in Joyful Accelerated Kindergarten Literacy)**
- 9670 – Partners in Kindergarten Literacy Practicum  
**Seminar Title: Parents as Partners in Kindergarten and Early Literacy: Family Connections that Multiply Our Teaching Effectiveness**

**Semester units of up to three post-baccalaureate professional development credits are available through the University of the Pacific in California.** (3 semester units = 4.5 quarter hours.) An additional \$62 fee per credit is required, payable on the day of the seminar. Details and registration forms for direct enrollment will be available at the seminar. For your convenience, we will mail the registrations to the university for you; however, we are not directly involved in reading your papers or assigning grades. For teachers using the seminar materials for distance learning credits, please request the registration forms when you order the seminar resources. You are responsible directly to the university.

**Follow-up practicum projects require 15 hours per semester credit.** This is acceptable where local school districts approve and are applicable to state licensure where such activities are approved. We recommend that you always check with your literacy director or university counselor to verify the appropriateness of all professional development opportunities for your teaching credentials. For other credit questions please call Dr. Allen Lifson at 1-800-479-1995 ([www.teacherfriendly.com](http://www.teacherfriendly.com)).

### **Frequently Asked Questions:**

#### ***How long do I have to complete the projects?***

You have four months, and if necessary you can request an extension from the University of the Pacific.

#### ***What kind of project should I complete?***

Whatever will be the most relevant to you! You do not need to write a research project or a response to a resource book—unless that is what best meets **your needs**. Dr. Lifson and I want this project to meet your professional development goals.

#### ***How do I decide on a project?***

Reread the seminar manual and spend time on our website. Collect, organize, and develop curriculum ideas that you will implement. This could easily take you 15, 30, or 45 hours...**As a result of this seminar, what would you like to be doing in your classroom four months from now?**

The following pages, **Nellie Edge Seminar Practicum Suggestions**, are some ideas to get you started. Dr. Lifson has repeatedly told us that our teachers send in some of the best work he receives. Keep up the great work!

## Nellie Edge All-Day Seminars – Practicum Suggestions

Nellie Edge Seminars and Summer Institutes may be taken with a **follow-up Practicum for 1, 2 or 3 semester credits (4.5 quarter credits)**. The fee, to the University of the Pacific is \$62.00 per credit. It is payable at the Seminar/Institute and requires a 15-hour “teacher-friendly” practicum follow-up project for each credit. The projects will support you in implementing strategies shared during the Seminar. **You will have up to 4 months to complete** the practicum and extensions are available upon request. **Submit course work to:** Dr. Allan H. Lifson, Nellie Edge Seminar Follow-up, 729 W 16<sup>th</sup> St., Ste. B-3, Costa Mesa, CA 92627, 800-479-1995. See [www.teacherfriendly.com](http://www.teacherfriendly.com) for the most frequently asked questions about practicum follow-up.

### **Professional Readings for Reflection and Practical Application:**

As in the past, we offer participants the opportunity to meet the practicum requirements with professional reading. **Read the seminar manual** or any of the professional books listed in the resource book bibliography. Write a three-page response paper to the book. Discuss how the research will affect your practices as an educator or include at least 3 new concepts or strategies that you will implement in your classroom as a result of your reading. This would qualify for one unit of practicum credit.

### **Other Suggestions for 15-hour Practicum Projects:**

#### **1. Develop a Personal Book and/or Classroom Website of Your Philosophy and Practice: Who I Am in the Lives of Children**

You may choose to begin with a photo of yourself and a one-page personal philosophy statement about your teaching beliefs. Follow it up with at least 20 photos of children in your classroom actively involved in learning with concise captions under each photo. These pages can be kept in clear plastic sleeves in a 3-ring binder and shared with parents. You will see excellent models as you peruse [www.nellieedge.com](http://www.nellieedge.com) and websites from some of our Kindergarten Literacy Award teachers. See guidelines, philosophy and sample captions on our website ([www.nellieedge.com](http://www.nellieedge.com)) and in *Parents as Partners in Kindergarten and Early Literacy: Family Connections that Multiply Our Teaching Effectiveness*, by Nellie Edge, updated 2011.

#### **2. Create Celebrations of Language with a Monthly Plan for I Can Read Notebooks**

What songs, poems, rhymes, chants, story excerpts and quality literature will you share with your children? Which ones will they memorize, recite and perform? How will you develop phonemic awareness and connect oral language to print? (Remember, it is the familiarity of the English language that allows a child’s decoding to be error-free, their reading to be fluent and with comprehension.) See The Power of Poetry articles at [www.nellieedge.com](http://www.nellieedge.com).

#### **3. Building a Joyful Learning Community: Use Rituals, Celebrations & Traditions**





Write your “community of learners” plan for the first day of school. How will you greet the children and bring them together? What will you do to bring closure at the end of the day? What memorable literacy rituals will you implement? We recommend *Life in a Crowded Place: Making a Learning Community* by Ralph Peterson. See excerpts from *The Heart of Kindergarten: Memorable Rituals, Traditions and Celebrations* at [www.nellieedge.com/articles](http://www.nellieedge.com/articles).

*“Community is more important to learning than any teaching strategy.”*

#### **4. Expand your Joyful Writing to Read Program (see complimentary e-Books)**

How will you integrate meaningful writing activities across the curriculum?

- Let them write everyday and make “really cool books”.
- Read the book *Kid Writing: A Systematic Approach to Journals, Phonics and Writing Workshop*, by Eileen Feldgus and Isabelle Cardonick and visit their inspiring website [www.kidwriting.com](http://www.kidwriting.com). Develop and evaluate your “kid writing” program. Train parents and volunteers to help.
- Implement the Susie Haas “Name Ticket” handwriting strategy and evaluate progress.
- Create writing centers. (See photo essay: [Becky Leber’s Literacy Centers](#), and [Writing-to-Read in Kindergarten](#) at [www.nellieedge.com](http://www.nellieedge.com) for inspiration.)

5. **Focus on Joyful Accelerated Literacy, and Intentional Strategies that Differentiate Instruction**  
Reread *Celebrate Language and Accelerate Literacy*, by Nellie Edge, ©2012. What new engaging activities and multisensory teaching strategies will you use to accelerate literacy and reach high Common Core State Standards?  How are these practices supported by literacy research, “best practices” research and the science  of how the young child’s brain learns best?
6. **Keep an Observation/Reflection Journal of Your Experiences Teaching ASL (American Sign Language)**  
Teach *ABC Phonics: Sing, Sign, and Read!*, monitor progress. What did you notice? What do you notice when you begin singing and signing a favorite song? How are your children responding? Are they teaching each other? How do parents respond? How do you systematically use the signing of songs to accelerate literacy? Refer to our *Magic of Signing Songs* DVD and literacy manuals. Download complementary e-Book “Discover the Magic of Singing Songs”  
See ASL instructional  Video Clips at [www.nellieedge.com](http://www.nellieedge.com) to practice
7. **Explore and Use Excellence in Kindergarten and Early Literacy Resources at nellieedge.com**
- Begin with our photo essays, e-Books, video clips, and links to our Annotated Literacy Award Websites and other favorite sites. Download poetry pages and Little Books.
  - Gather resources for a particular theme or project.
  - Join an informative professional chat board (we highly recommend [www.teachers.net/mentors/kindergarten](http://www.teachers.net/mentors/kindergarten)). Listen in or post questions.
8. **Gather Information about The National Board of Professional Teaching Standards Certification (see [www.nbpts.org](http://www.nbpts.org))**  
Begin the process of certification through the National Board for Professional Teaching Standards. Locate state resources for funding and dialog with kindergarten teachers who have gone through the process. (Teachers say it is an awesome personal and professional experience!)
9. **Make Voracious Vocabulary Learning a Daily Priority: Give Little Kids Big Words!**
- Analyze your curriculum and make a plan to systematically build high-level vocabulary through literature and studies. What wondrous words will you introduce and integrate into the curriculum?
  - How will you know if your children understand basic language concepts (backward, forward, farthest, nearest, always, never, etc.)? Systematically and intentionally teach Common Core State Standards vocabulary (e.g., illustrator, author, fiction, nonfiction...).
10. **Develop Your “Parents as Partners” Program**
- Describe your plan for parent collaboration, communication and education. Adapt any Nellie Edge parent letters to meet your needs. See: *Parents and Partners: Family Connections That Multiply Our Teaching Effectiveness*, by Nellie Edge, updated 2012.
  - Develop your parent information notebook (each of our literacy manuals contain articles that you may want to include). Plan how you will develop your parent lending library.
  - How will parents be encouraged to be a part of your classroom community and a partner in meaningful learning projects at home?
  - Plan for monthly “Good News” post cards to go home to families.
- We have a covenant that says, "We jointly share responsibility for educating your child."*
11. **Teach Explicit Comprehension Strategies with Quality Fiction and Nonfiction - Expand Your Repertoire**  
Develop lesson plans incorporating in-depth comprehension strategies. Teach children about schema and metacognition: activate background knowledge, create sensory images, engage in grand conversations, draw inferences, synthesize ideas, etc. (See resource books including *Teach Comprehension Strategies in Kindergarten* by Andie Cunningham and Ruth Shagoury.)
12. **Understand and Use the Common Core State Standards  for Curriculum Mapping.**  
Plan how you will share these high international standards with families. See [www.nellieedge.com/CommonCoreStandards](http://www.nellieedge.com/CommonCoreStandards).

The above projects are only suggestions; you are always encouraged to design a practicum to meet your specific needs. **Dr. Lifson wants this assignment to be meaningful for you.**